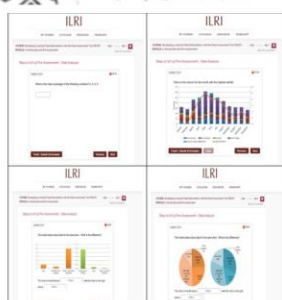




RESEARCH
PROGRAM ON
Integrated Systems
for the Humid
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Capacity Development in the Humidtropics CRP 2015 Activity Report

Prepared by Iddo Dror & Deborah Wyburn
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Nairobi, Kenya
March 2016

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IITA
Research to Nourish Africa

WAGENINGEN UR
For quality of life

FARA
Forum for Agricultural Research in Africa

CIAT

World
Agroforestry
Centre

Humidtropics, a CGIAR Research Program led by IITA, seeks to transform the lives of the rural poor in tropical America, Asia and Africa. Research organizations involved in core partnership with Humidtropics are [AVRDC](#), [Bioversity International](#), [CIAT](#), [CIP](#), [FARA](#), [icipe](#), [ICRAF](#), [ILRI](#), [IITA](#), [IWMI](#) and [WUR](#). humidtropics.cgiar.org

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Capacity Development in the Humidtropics CRP 2015 Activity Report

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Executive Summary

Effective capacity development (CapDev) is essential for the CGIAR to fulfill its mandate as a worldwide partnership addressing agricultural research for development (AR4D). The Humidtropics CRP, recognizing this, decided in 2014 to invest directly in CapDev as a cross-cutting activity. In 2015, the year under review in this report, Humidtropics invested approximately \$200,000/- in cross-cutting CapDev activities.

The list below captures the main CapDev achievements in 2015, which will each be described briefly in part one of this report. Part two of this report provides a list of open-access links for some 50+ major outputs related to the Humidtropics CapDev activities in 2015. Finally, to help readers without strong internet access to get a glance of the outputs, selected outputs are also provided in part three of this report as annexes.

As the screenshot below demonstrates, there has been a flurry of activities in 2015, several of which are cutting edge in their nature, and which will likely be taken up by other CRPs and partners going forward.



Main CapDev achievement in 2015

- Online course on Understanding, Facilitating and Monitoring Agricultural Innovation Processes (6 modules now live)
- Case Study Competition (incl forthcoming book)
- Completion of blended-learning FEAST course
- LMS / Offline player / Online Proctoring
- Participatory Video course (now also blended!)
- Supporting CapDev initiatives / training workshops in CAC & ECA Flagships
- Training IP Facilitators in use of Ex ante Tool for Ranking Policy Alternatives (EXTRAPOLATE)
- Tools and training materials to help to mainstream gender in Humidtropics research
- ICT4Ag: Drones for Development
- Fellowships (and new IFIS going live)
- mNutrition (not mapped to Humidtropics –but available to apply into our legacy work on nutrition).



In a Nutshell

SUMMARY



Main 2015 Capacity Development Achievements

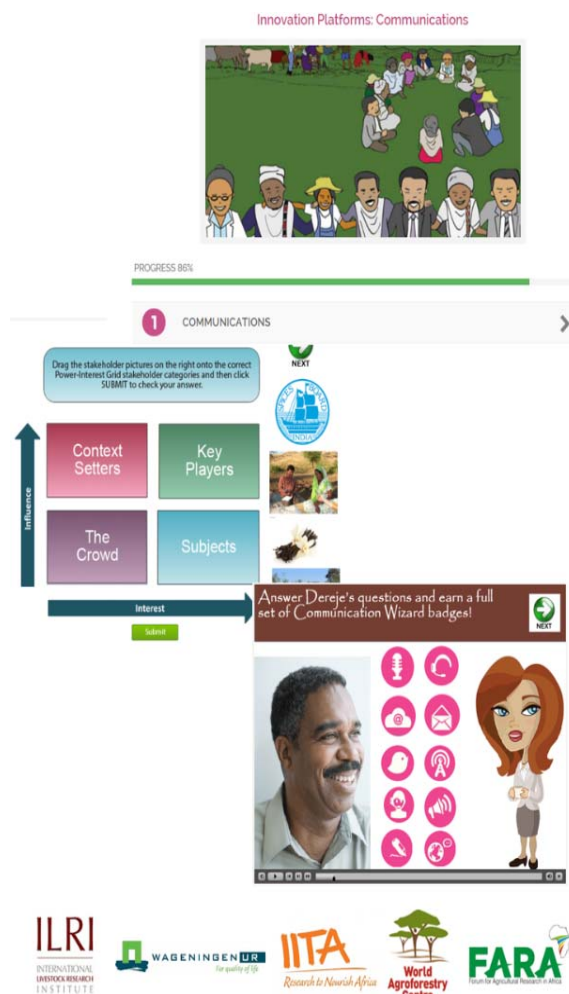
1. Blended learning course on Understanding, Facilitating and Monitoring Agricultural Innovation Platforms.

Innovation platforms are an increasingly important strategy to address complex agricultural problems. Due to widespread interest in this area, Humidtropics has funded the development of a blended learning course for facilitators of innovation platforms. The course covers setting up, facilitating, and monitoring platforms and will include units on using participatory tools to agree on platform agendas, dealing with power and conflict, and communicating to effect scaling out and scaling up.

14 platform facilitators from the Central Mekong Area Flagship participated in a pilot of 6 of the 13 program modules between September and November, 2015. Participants in the eLearning component of the course represented ICRAF, Bioversity, CIAT, AVRDC, and other CGIAR partner organizations. Different approaches were adopted in presenting each of the modules based on currently recognized best practice including gamification, multi-branching scenarios, and the use of different types of media in order to gauge participant reaction.

Between the 9th and 11th November 2015, participants who had performed satisfactorily in the eLearning component were invited to join a workshop conducted at the Vietnam country office of ICRAF in Hanoi. Participation in the workshop provided them with an opportunity to apply their newly acquired knowledge to their own professional contexts in the presence of colleagues and under the guidance of facilitators from ILRI and WUR/IITA. Participants also took part in focus group discussions led by ILRI, WUR/IITA and ICRAF representatives.

Participants indicated that, although finding time for online learning was a challenge for many, they appreciated the breadth of new knowledge to which they had been exposed. Participants made a number of useful suggestions to improve the accessibility of course modules to learners for whom English is a second language. Most participants appreciated the blended structure of the course since it gave them an opportunity to approach the theory from a different perspective and to practice skills in a collegiate environment.



The initial Innovation Platform online modules are available on the ILRI learning management system at <http://learning.ilri.org/>. During 2016, these modules will be redeveloped to take advantage of lessons learnt from the pilot and to make them available in both online and offline mode (refer to LMS / Offline Player / Online Proctoring). Development during 2016 will see an additional seven modules come online.

2. Blended learning course for the Feed Assessment Tool (FEAST)

The Feed Assessment Tool (FEAST) is a systematic method to assess local feed resource availability and use. It helps in the design of intervention strategies that will optimize feed utilization and animal production. Development of 15 video-based online learning modules, interactive activities, and quizzes including pre and post assessment exercises was completed in early 2015 and officially launched at the Ethiopia campus of ILRI on the 22nd May, in conjunction with a presentation of the FEAST materials at the [e-learning Africa conference](#).

In developing the modules, ILRI CapDev drew on several years of experience by ILRI scientists in presenting the course to participants in Africa and South Asia and was thus able to capture the knowledge and experience of scientists who have subsequently moved onto other roles.

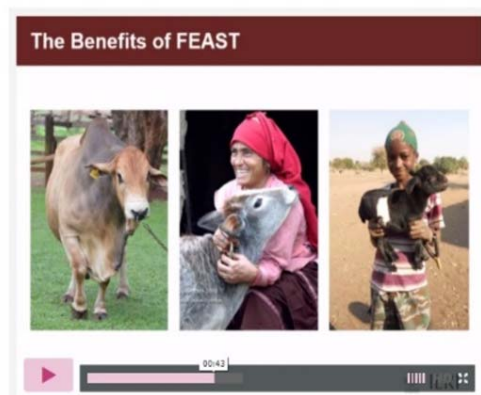
Based on observation of scientist-led workshops, lessons were re-sequenced to improve



COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)
 LESSON 1: Introduction and Pre-Assessment

Step 4 (of 13) Welcome to the course

Click anywhere on the player below to view the welcome video.



comprehension and retention and restructured to consistently begin with objectives and key terminology and conclude with review questions to check for understanding. These modules will potentially enable the staff of partner organizations seeking to adopt FEAST to learn about the tool completely online. However, a blended approach is recommended whereby basic skills are mastered online with more challenging exercises undertaken in the presence of a facilitator. The eLearning materials can also potentially be used in a classroom training environment to support a less experienced facilitator. Either approach will have the advantage of relieving ILRI scientists of the travel and logistical burden involved in presenting the FEAST tool to partner organizations across multiple countries.

The FEAST online modules are available at <http://learning.ilri.org/> and

on the ILRI offline player (refer to LMS / Offline Player / Online Proctoring). Both offline and online versions of the LMS allow course facilitators to track learner progress including scores on the quizzes/assessments provided.

3. LMS / Offline Player / Online Proctoring

In order to host the online components of the FEAST course as well as other online courses in the pipeline, ILRI required a learning management system (LMS). The minimum requirements were that the ILRI LMS would be able to track learner progress through modules including results on exercises and quizzes, be compatible with a blended learning approach, be able to scale up to more complex course designs while keeping costs to a minimum, and, most important, be deliverable in classrooms with poor or no Internet connections.

Reviews of a wide range of LMS products did not reveal a suitable solution. While some products came close to satisfying requirements, vendors were unwilling to customize their products to meet ILRI's requirements. In the end, ILRI partnered with Sonata Learning, who developed an LMS to ILRI specifications under a favorable licensing arrangement for ILRI and its CGIAR partners.

The LMS features include:

- Simple, clean, intuitive user interface;
- “Blended first” approach to delivery - allows instructors to grant or restrict access to lessons in the LMS during a classroom training session and give scores for attendance and participation;
- Integration of social learning –can require that users post to discussion forums in order to proceed with a course, then notifies them of responses;
- Branding and sub-portals –with options to share or separate content for different audiences and set different preferences for each;
- Ability to scale with the growth of ILRI programs – allows for more advanced course design including multicourse sequences, awarding credits for classes etc.;
- A unique approach to grading – includes support for conducting and analyzing pre-assessment and post assessment tests and assigning weightings to different assessments;
- Reporting features –including generation of HTML5 graphs and dashboards;

To deliver training in low-bandwidth environments, Sonata Learning also developed a stand-alone offline player module with the following features:

- Runs on a USB drive without the need to install any software on the learner's hard drive;
- Plays any type of content in its own self-contained browser, avoiding any complications that might arise with the computer's default browser (Internet Explorer, Chrome or Firefox, etc.);
- Saves learner assessment and progress data to the USB drive from which it can be copied to a central computer;
- Provides a program to automatically install the player to multiple USB drives making it fast and easy to prepare for training workshops.

While quiz questions incorporated into online learning modules are powerful formative assessment tools, providing immediate and relevant feedback to learners and training providers, they are less useful for summative assessment purposes. In high stakes situations, for instance

where there is a possibility of being barred from attending a workshop if one fails the quiz, our experience, sadly, is that cheating will occur. Rather than flying people into a central location to conduct the testing under supervised conditions – a solution which is costly and diminishes the advantage of providing online training – CapDev has elected to invest in online proctoring.

In normal university/school settings, a proctor is a supervisor or monitor who invigilates exams. An online proctor is a service that ensures online test takers are not cheating. This is done by humans, using the technology on the test-taker's laptop (camera, microphone etc.) to observe the person, the room they are taking the test in, and their computer screen. For more information about the technique, [click here](#). After approaching several different providers of online proctoring services, CapDev settled on the ProctorU service who were prepared to provide an acceptable level of service without a minimum volume of tests per year. Although common in countries where online courses are the norm, online proctoring is relatively new to Africa. Hence, the ProctorU online proctoring service will be thoroughly tested by CapDev in the mNutrition course it is developing for CABI and partners. If it proves successful, this sort of service is likely to offer benefits to the CG system beyond the immediate needs of CapDev (i.e. in conducting remote testing as part of pre-selection of candidates for interview).

4. Humidtropics Innovation Platforms Case Study Competition

The Humidtropics Innovation Platforms Case Study Competition was launched at the FARA@15 event in November 2014. A significant number of applications were received and In February 2015, twelve proposals were selected to participate in a writeshop focused on writing stronger, more reflective and cohesive cases.

The writeshop was held from 23-27 February 2015, at the ILRI campus in Nairobi and took writers through the process of story-boarding their article, writing, and critically reviewing it with the input of fellow authors. From the twelve submissions, eight cases were additionally selected to be featured in a book published by Routledge, Taylor & Francis Group in January 2016. The 190 page book, titled 'Innovation Platforms for Agricultural Development: Evaluating the mature innovation platforms landscape', features case studies from Central Africa, Ethiopia, India, Kenya, Nicaragua and Uganda. Editors include Iddo Dror and Jo Cadilhon from the International Livestock Research Institute (ILRI), Marc Schut from the International Institute of Tropical Agriculture (IITA)/Wageningen UR, Michael Misiko from the International Maize and Wheat Improvement Center (CIMMYT), and Shreya Maheshwari, ILRI Consultant.

On Monday, November 30 2015, a special Humidtropics book launch and award ceremony took place in Kampala, Uganda, in the presence of Humidtropics Director, Kwesi Atta-Krah, the winners of the competition, the editors and authors of the book, and Hon. Ruth Nankabirwa the Government Chief Whip, Republic of Uganda. During the award ceremony, the authors of the top three case studies were honored and awarded cash prizes of respectively \$2000, \$1500 and \$1000 USD:

- **Winner:** Rebecca Kalibwani, Bishop Stuart University, Uganda. [Can an Innovation Platform Succeed as a Cooperative Society? The story of Bubaare Innovation Platform Multipurpose Cooperative Society Ltd.](#)
- **2nd place:** Thanammal Ravichandran, ILRI, India. [MilkIT Innovation Platform: Changing Women's Lives – One Cow and One Litre of Milk at a Time – Deep in the Foothills of India's Himalayan Mountains.](#)
- **3rd place:** Perez Muchunguzi, IITA, Central Africa. [Overcoming Challenges for Crops, People and Policies in Central Africa – the Story of CIALCA Stakeholder Engagement.](#)



The publication will be an important legacy product for the Humidtropics CRP as multi-stakeholder platforms play an ever increasing role in research for development. The case studies were selected to highlight system trade-offs, scaling up agriculture, handling multiple commodities, and learning from failure and can be expected to be a useful learning resource for practitioners worldwide. The winning case study was successfully used in delivering the blended course on Understanding, Facilitating and Monitoring Agricultural Innovation Platforms, and teaching notes are being developed in 2016 for all cases.

5. Improving IP Performance in Uganda Workshop

From 20-21 October, 2015 IITA, Makerere University, the National Agriculture Research Organization of Uganda (NARO) and the World Vegetable Centre (AVRDC) organized a workshop to build capacity for two Humidtropics Innovation Platforms. These were the Mukono-Wakiso per-urban platform which focuses mainly on vegetables and the Kiboga-Kyankwanzi platform which operates in a rural location and focuses mainly on soybean. CapDev provided financial support for the workshop.

Based on a comprehensive pre-course needs assessment, the sessions that were presented included 1) Governance, group dynamics, leadership and team building; and 2) The use of ICT for communication and documentation. Members of both platforms developed a communications strategy which will form the basis of a subsequent IP meeting.

Detailed training reports are available in Annex 4 of this report with more information on these activities.

6. Capacity Development Projects in the Central American and Caribbean (CAC) Flagship:

Through a consultative process with the CAC Flagship, three CapDev projects (with cross-cutting linkages to gender/youth and communications) were launched in 2014 and continued through 2015. These are:

1. Training in a participatory video project to empower rural women and youth.
2. Developing capacity for policy analysis with a gender lens;
3. Developing capacity for effective organizational analysis in the action sites of Humid tropics;

Training in a Participatory Video Project to Empower Rural Women and Youth: Participatory video (PV) enhances the participation of marginalized groups in policy-making debates that affect rural populations by enabling them to use video technology to tell their own story. The experience empowers participating groups by engaging them in positive learning experiences and encouraging them to voice their stories and opinions.

In this PV project at the Humidtropics Nicanorte Action Site, the tool was used to collect indigenous knowledge on how sustainable development strategies impact local communities and particularly women and youth. The experience generated an adaptable PV methodology and training tools that can be used in other action sites of the flagship and beyond.



Project outputs include:

- i. (March 2015) Production of a Participatory Video Methodology Facilitator's Manual in Spanish and English
- ii. (May 04-15, 2015) Validation of the manual in collaboration with a local partner. Workshop participants included 12 young women from the site.
- iii. Consultant hired to adapt the PV Methodology Facilitator's Manual into an interactive virtual e-Course. The course is currently available on the ILRI LMS (<http://learning.ilri.org/>) and comprises 11 'chapters' corresponding to the days of the workshop. Each chapter presents content and a short quiz to provide immediate feedback to learners. Because the e-Course is hosted on ILRI's LMS, course facilitators can track participant progress and answers to the quiz questions.
- iv. (September, 2015) A guide to the development themes emerging from the workshop was developed to focus PV dissemination strategies.

- v. (October, 2015) A set of M&E tools were developed to measure workshop effectiveness, determine the project's value proposition, provide guidelines for external facilitation, and define a clear impact pathway.
- vi. (November, 2015) A consultant was hired to create a whiteboard animation video and a promotional 2-pager and blog to inform other flagships and actors about the PV project. Promotional materials were disseminated on World Science Day for Peace and Development.

Developing Capacity for Policy Analysis with a Gender Lens: Project partners developed a toolkit for analysis of public policy with a gender lens in 2014 which has been piloted and refined during 2015. The pilot program involved 6 local organizations being trained and carrying out policy analyses. The final version of the toolkit based on lessons learnt from the pilot was released in Spanish in October, 2015.

Developing Capacity for Effective Organizational Analysis in the Action Sites of Humidtropics. Project partners have developed a toolkit for organizational analysis and have produced guides to its usage. These guides include an interview protocol together with instructions for how to carry out the interviews. Development of the online analysis system is at a nascent stage but a manual to guide uses in data input and interpretations of results has already been released. An example of an organizational study report has also been released.

7. Tools and training materials to help to mainstream gender in Humidtropics activities

The Humidtropics gender strategy commits it to the empowerment of women and notes that achieving this goal involves four key dimensions: (1) access to material assets; (2) access to knowledge and know-how; (3) improved capacity, including the ability to make decisions; and (4) the ability and self-confidence to make choices.

In support of this agenda CapDev has developed the first two of a series of seven classroom training modules for use by facilitators of innovation platforms. The first two modules introduce the topic and cover gender diagnostic tools related to roles and responsibilities and control of assets. The final series will also cover gender diagnostic tools in the area of Power and Decision-Making; Needs, Priorities and Perspectives; and Barriers to Participation. Armed with these tools, members of innovation platforms will be able to conduct an informed gender analysis of their proposed activities and design gender sensitive M&E tools.



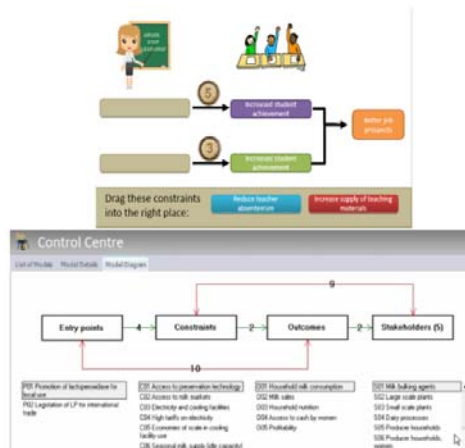
The training materials to mainstream gender in the work of the Humidtropics draws on the IITA Training Manual for Gender Mainstreaming and Analysis: Building Capacity for Agricultural Research for Development (R4D) and Innovation as well as PRA tools for gender analysis adapted by the FAO, IFAD and the Institute of Development Studies, UK. These materials are meant to

be ‘mini-modules’ that can be completed after regular ongoing meetings of platform members, to reduce time and cost involved.

8. Support for the revision of the Ex ante Tool for Ranking Policy Alternatives (EXTRAPOLATE)

EXTRAPOLATE helps identify a set of potential entry points for promoting sustainable intensification of mixed farming systems. Entry points should ultimately be expected to have positive impacts on one or more of the Humidtropics IDOs.

While there is considerable interest internationally in adopting the EXTRAPOLATE approach and the software that supports it, convening a meeting of all relevant decision makers and leading them through the process is extremely time intensive and ILRI scientists are unable to keep up with the demand. Consequently ILRI CapDev was approached to develop a blended learning approach to training alternative trainers to be able to facilitate EXTRAPOLATE workshops.



Based on a review of existing training materials including the EXTRAPOLATE software user manual, and discussions with developers of the tool, an online module has been developed that trains potential EXTRAPOLATE facilitators in the use of the software and potential approaches to be adopted at each of the steps in the EXTRAPOLATE process. The module will be included as one of the modules in the blended course on Understanding, Facilitating and Monitoring Agricultural Innovation Platforms (refer above). Having mastered the theory behind the approach, learners who have successfully followed the online module will need to gain practical experience in leading workshops. The online module is currently under review and discussions are underway on appropriate mechanisms for providing the “apprenticeship” experience.

9. ICT4Ag (Drones for Development)

In 2015 ILRI’s CapDev Unit decided to draw attention to the potential for agricultural research created by the current availability of cheap drones. Where many current practices require a person or group of people to walk over and observe or map terrain, drones can provide an efficient and cost-effective alternative. Possibilities include participatory assessment of erosion or as a substitute for other participatory methods such as transect walks, rapid and precise land-use mapping and planning, checks for illegal logging, or even herd tracking. The Humidtropics ‘Drones for Development’ competition was won by the IITA team in Eastern DRC who are using it for a range of uses from checking on intercropping systems to collecting data on late planting.

These early pioneers of the use of drones have had to break new ground - for instance using a GPS Averaging Android App to correct for optical distortion - and contend with uncertain regulatory regimes for the use of drones but are now successfully flying their Dji Phantom Vision 2+ drone and have purchased a second DJI Phantom 3 Professional which they will use for erosion assessment in the coming year.

It is anticipated that research published based on the use of these drones will help other scientists to imagine potential uses in their own research areas.

Summary of 2015 outputs by activity, with open-access links:

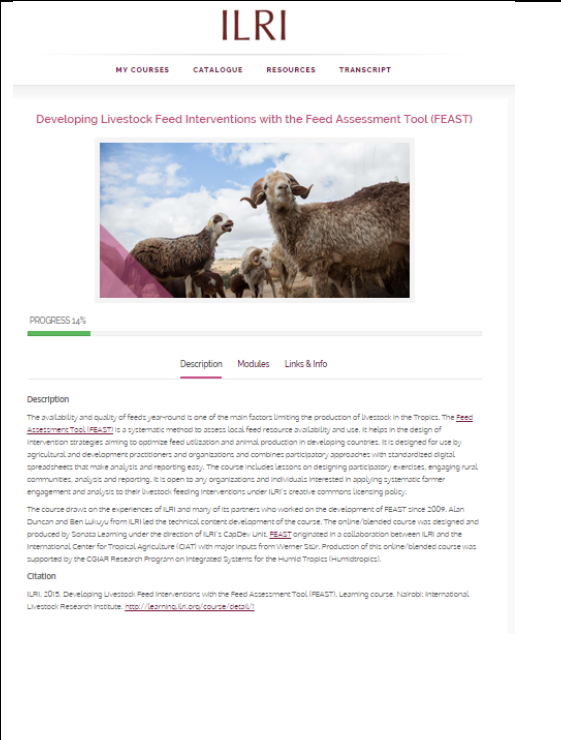
Activity	Outputs
Blended learning materials for Feed Assessment Tool (FEAST)	<ol style="list-style-type: none"> 1. FEAST user manuals and tool download; 2. Feeding livestock, feeding learning: New ILRI platform extends access to livestock knowledge; 3. Doing feed assessments with FEAST: Why, what, when and where; 4. FEAST: Why, What, When, Where ...So What, What Next?; 5. Research Brief 51; <p>To view online modules below directly in LMS, click here; to see screen dumps in this document, click here.</p> <ol style="list-style-type: none"> 6. Introduction and Pre-Assessment; 7. The FEAST concept; 8. Preparing for a Farmer-Centered Diagnosis; 9. Focus Group Discussions; 10. Collecting Data from Focus Groups; 11. Individual Farmer Interviews 12. Follow-up Visits; 13. Installing and Registering the FEAST Data Application; 14. Entering Data into the FEAST Data Application; 15. Viewing Output from the FEAST Data Application; 16. Sharing Data with the FEAST Data Application; 17. Summarizing Data; 18. Composing the FGD Report; 19. Implementing Livestock Feed Interventions; 20. Conclusion and Post-Assessment
Blended course on Understanding, Facilitating and Monitoring Agricultural Innovation Platforms.	<ol style="list-style-type: none"> 21. IP blended workshop report from Hanoi; 22. Workshop blog; 23. Course Overview; <p>To view online modules below directly in LMS, click here; to see screen dumps in this document, click here.</p> <ol style="list-style-type: none"> 24. Module 8: Power and Conflict; 25. Module 9: Communication in IPs; 26. Module 10: Resources, Incentives, and Timeframe; 27. Module 11: Implications of Complex Agricultural Problems for M&E; 28. Module 12: Theory of Change and Impact Pathways; 29. Module 13: Tools for Reflexivity
LMS / Offline Player / Online Proctoring	<ol style="list-style-type: none"> 30. ILRI Learning Portal; 31. Selecting a Learning Management System for ILRI;

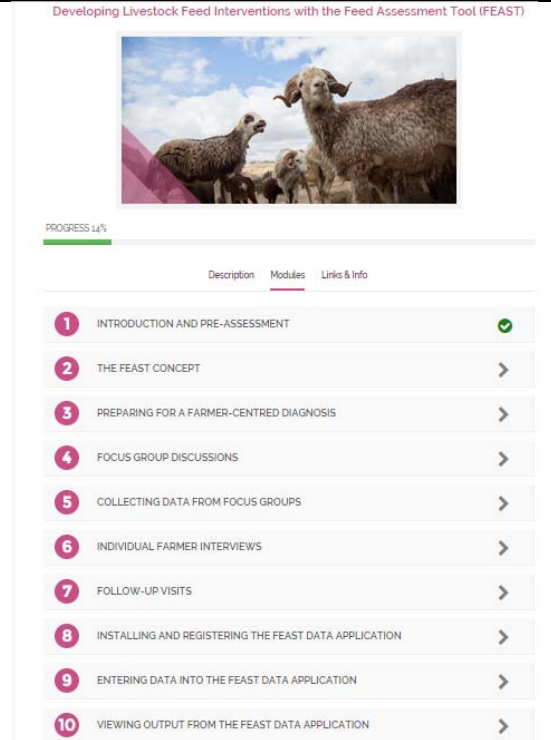
	32. Sourcing of Online Proctoring services from ProctorU
Humidtropics Case Study Competition	33. Humidtropics Case Study Competition ; 34. Detailed Guidelines for Shortlisted Candidates ; 35. Programme Humidtropics innovation platform case study writeshop ; 36. Notes on the Writing Style and Content (Sent to authors) ; 37. winning entry , 38. Book announcement , 39. Humidtropics IP Case Study award ceremony and book launch blog ;
Improving IP Performance in Uganda Workshop	40. Improving IP Performance in Uganda: Humidtropics Capacity Development Workshop Report 20-21 October ; 41. Improving IP Performance in Uganda: Humidtropics Capacity Development Workshop Report 01-03 December
Capacity Development Projects in the CAC Flagship	42. “Lights, Camera, Action: Participatory Video to Empower Rural Women and Youth – Report of 2015 Activity and Plans for 2016” ; 43. Participatory Video Slideshare ; 44. To view online modules for participatory video course directly in LMS, click here ; to see screen dumps in this document, click here . 45. The Power of Participatory Video in Agricultural Research for Development- Whiteboard Animation ; 46. Instructions and Tips for carrying out Organizational Analysis Interviews ; 47. Organizational Analysis Report ; 48. Toolkit for Analysis of Public Policy with a Gender Lens (Spanish) ; 49. Blog on toolkit and its initial use
Tools and training materials to help to mainstream gender in Humidtropics activities	50. An introduction to mainstreaming gender in Humidtropics activities – Lesson Plan ; 51. An introduction to mainstreaming gender in Humidtropics activities – Facilitator’s Handout ; 52. Gender diagnostic tools related to roles and responsibilities – Lesson Plan ; 53. Gender diagnostic tools related to roles and responsibilities – Facilitator’s Handout
Support the revision of the Ex ante Tool for Ranking Policy Alternatives (EXTRAPOLATE)	54. Module 7: Tools for Analysis and Planning - Using Extrapolate.
ICT4Ag (Drones for Development)	55. Competition Notice ; 56. Drone competition winning proposal ; 57. Drone winner – application of technology report ; 58. YouTube video, “Open Mind 2015”

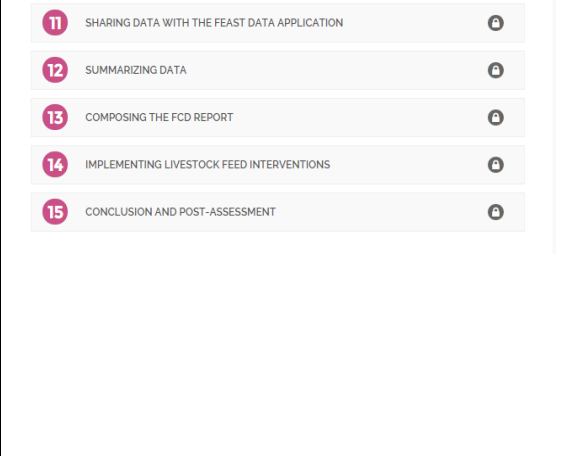
Appendices: Supporting Documentation

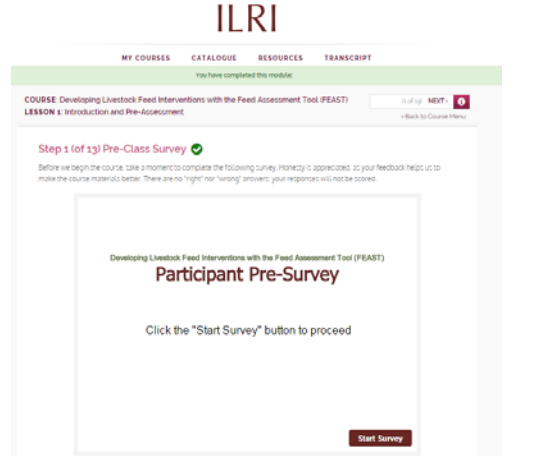
The appendices that follow present all supporting documents which are not available in CGSpace or another open-source location. Documents currently hosted on Alfresco are also included in the appendices as it is uncertain whether this service will be maintained post 2016. Screen dumps from the ILRI LMS are included for ready reference.


Annex 1 – Slides from FEAST eLearning Modules












[MY COURSES](#)
[CATALOGUE](#)
[RESOURCES](#)
[TRANSCRIPT](#)

You have completed this module

COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST) 1 of 13 NEXT 0
 LESSON 1: Introduction and Pre-Assessment < Back to Course Menu

Step 1 (of 13) Pre-Class Survey 


Before we begin the course, take a moment to complete the following survey. Honesty is appreciated, as your feedback helps us to make the course materials better. There are no 'right' nor 'wrong' answers; your responses will not be scored.

Question 1 of 14

Have you participated in livestock feed intervention projects before?

☐ Yes, I have led livestock feed intervention projects in the past
☐ Yes, I have participated in livestock feed intervention projects in a supporting role
☐ No, but I am currently scheduled to participate in a livestock feed intervention project in the near future.
☐ No, and I have no immediate plans to do so


 Next



[MY COURSES](#)
[CATALOGUE](#)
[RESOURCES](#)
[TRANSCRIPT](#)

You have completed this module

COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST) 1 of 13 NEXT 0
 LESSON 1: Introduction and Pre-Assessment < Back to Course Menu

Step 1 (of 13) Pre-Class Survey 


Before we begin the course, take a moment to complete the following survey. Honesty is appreciated, as your feedback helps us to make the course materials better. There are no 'right' nor 'wrong' answers; your responses will not be scored.

Question 5 of 14

Are you familiar with the FEAST tool and FCD (Farmer-Centred Diagnosis) methodology? Honesty is appreciated - we simply want to know if you have any prior experience with the subject matter of this course.

☐ Yes, I have used the FEAST tool and applied the FCD methodology on livestock feed intervention projects.
☐ I was aware of the FEAST tool and FCD methodology prior to this training session, but never had an opportunity to apply them.
☐ The concepts of the FEAST tool and FCD methodology were briefly explained to me when I registered for this training session.
☐ No, I have never heard of the FEAST tool and FCD methodology prior to today.


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Step 1 (of 13) Pre-Class Survey 


Before we begin the course, take a moment to complete the following survey. Honesty is appreciated, as your feedback helps us to make the course materials better. There are no 'right' nor 'wrong' answers; your responses will not be scored.

Question 8 of 14

Are you familiar with the PRA (Participatory Rural Appraisal) methodology?

☐ Yes, I have applied it on projects in the past.
☐ I am familiar with it, but have never applied it.
☐ I have not heard of the PRA methodology before.


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Before we begin the course, take a moment to complete the following survey. Honesty is appreciated, as your feedback helps us to make the course materials better. There are no 'right' nor 'wrong' answers; your responses will not be scored.

Question 7 of 14

Arrange the following list items to rank them in terms of how critical you feel each skill is for conducting livestock feed interventions.

- Computer Skills
- Agricultural / Livestock Expertise
- Field Research / Interview Skills
- Data Analysis / Report Writing
- Project Management / Community Organizing

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Question 8 of 14

How would you rate your proficiency in the following areas?

	Advanced / Expert	No Experience
Computer Skills	<input type="radio"/>	<input type="radio"/>
Agricultural / Livestock Expertise	<input type="radio"/>	<input type="radio"/>
Field Research / Interview Skills	<input type="radio"/>	<input type="radio"/>
Data Analysis / Report Writing	<input type="radio"/>	<input type="radio"/>
Project Management / Community Organizing	<input type="radio"/>	<input type="radio"/>

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Question 9 of 14


Have you participated in training offered by ILRI on the FCD methodology and/or FEAST tool before?

☐ Yes
☐ No

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Before we begin the course, take a moment to complete the following survey. Honesty is appreciated, as your feedback helps us to make the course materials better. There are no "right" nor "wrong" answers; your responses will not be scored.

Question 12 of 14
Do you have reliable internet access?
☐ Yes, both at home and at my workplace
☐ Yes, at my workplace
☐ Yes, at home
☐ I have internet access, but it is not reliable (frequent outages, unable to access websites with video, etc.)
☐ I do not have internet access at all
Next



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Question 13 of 14
Have you ever taken training classes online?
☐ Yes, and they have been generally positive experiences.
☐ Yes, but they were generally bad experiences.
☐ No, but I might be interested in taking online training courses.
☐ No, and I have no interest in taking training classes online.
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Before we begin the course, take a moment to complete the following survey. Honesty is appreciated, as your feedback helps us to make the course materials better. There are no "right" nor "wrong" answers; your responses will not be scored.

Question 14 of 14
Thank you. Any other questions or comments?
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Step 2 (of 13) Message from the International Livestock Research Institute
Take a moment to view the following welcome message from the staff of the International Livestock Research Institute.






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Step 3 (of 13) Downloading the FEAST Data Application 

To complete this course, you will need to download and install a copy of the [FEAST Data Application](#).




You can [CLICK HERE to download the FEAST Data Application from ILRI's website \(www.ilri.org/feast\)](#). Otherwise, installers may be found in the "Resources" section of this website.


Directions will be provided on how to set up the application later in the course. Note that the application is for Windows computers only, and will not work on a Macintosh, Chromebook or mobile device.

COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)
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Step 4 (of 13) Welcome to the course 

Click anywhere on the player below to view the welcome video.




Course Objectives
 By the end of this course, you should be able to:

- Help smallholder farmers in your assigned community improve their access to quality livestock feed
- Facilitate group discussions and conduct one-on-one interviews with farmers to collect data about local agriculture and livestock production
- Analyze data using the forms and utilities in the Feed Assessment Tool
- Identify problems related to livestock feed and potential solutions
- Produce a report detailing your findings and recommended interventions
- Create an implementation plan
- Present plan to farmers and follow up to confirm that improvements are sustained over long term

COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)
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LESSON 1: Introduction and Pre-Assessment
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Step 5 (of 13) Pre-Assessment - Intro 

The following steps will present a series of pre-assessment quizzes to help us get a sense of your present knowledge / skill level in the key subjects covered by this course. Each quiz has a 10 minute time limit, but do not worry if you cannot answer all of the questions. If you don't know an answer, just skip ahead.

Your results will not be scored; instead they will be compared to the post-assessment to measure your overall improvement in each subject after taking the course.

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Step 6 (of 13) Pre-Assessment - Agriculture

Question 3 of 5
08:58

1 hectare equals how many acres?
☐ 2.47
☐ 5
☐ 12
☐ 5
☐ 1.242

Finish / Submit All Answers
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Step 6 (of 13) Pre-Assessment - Agriculture

Question 3 of 5
08:58

What is the defining characteristic of a "smallholder farmer"?
☐ Belongs to a government-run collective
☐ Holds a small amount of debt
☐ Owns/works a relatively small plot of land
☐ Has a large farm divided into smaller sections
☐ Rents land to a small number of tenants

Finish / Submit All Answers
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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)
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Step 6 (of 13) Pre-Assessment - Agriculture

Question 3 of 5
07:55

Which of the following are "informal" sources of credit? (check all that apply)
☐ Merchant (sales on account)
☐ Cooperative society
☐ Bank
☐ Women's group
☐ Relatives

Finish / Submit All Answers
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Step 7 (of 13) Pre-Assessment - Livestock Feed

Question 3 of 5
07:22

Connect each example to the corresponding approach to increasing livestock feed resources.

Increasing production of feed
Making better use of available resources
Sourcing feed from outside the farm

Purchasing commercial ration
Planting more fodder crops
Feeding crop residues to animals

Finish / Submit All Answers
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Step 6 (of 13) Pre-Assessment - Agriculture

Question 5 of 6
 07:25

Drag the words and drop them to the appropriate places

A represents the total amount of livestock on a farm based on how much each species .

Multi-Species Factor

Tropical Livestock Unit

costs

consumes

Animal Wholesale Lot

migrates

Livestock Mass Index

Finish / Submit All Answers
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MODULE 1: Introduction and Pre-Assessment


Step 6 (of 13) Pre-Assessment - Agriculture

Question 6 of 6
 06:52

What is a "feed ration"?

☐ A fixed amount of feed given to one animal within a fixed period of time
 ☐ The percentage that one animal eats out of all feed given to animals on a farm
 ☐ The ratio of ingredients in one serving of feed given to animals
 ☐ The amount of feed that can be purchased for a fixed price

Finish / Submit All Answers
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Step 7 (of 13) Pre-Assessment - Livestock Feed

Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

Pre-Assessment Test Livestock Feed

Click the "Start Assessment" button to proceed

Start Assessment



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Step 7 (of 13) Pre-Assessment - Livestock Feed

Question 1 of 7 09:04

What is "dry matter"?

- ☐ Animal material (bones and meat) fed to livestock
- ☐ Solid parts of vegetables
- ☐ Land that is not irrigated
- ☐ Salt added to livestock feed
- ☐ Dried manure

Finish / Submit All Answers Previous Next



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Step 7 (of 13) Pre-Assessment - Livestock Feed

Question 2 of 7 09:35

Which of the following is commonly added to livestock feed to increase its nutritive value?

- ☐ Guano
- ☐ Lye
- ☐ Thorazine
- ☐ Urea
- ☐ Chlorine

Finish / Submit All Answers Previous Next



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Step 7 (of 13) Pre-Assessment - Livestock Feed

Question 3 of 7 08:48

Drag the examples on the right to the corresponding category of livestock-feed-related issues on the left.

Quality	Lack of green pasture in dry months
Seasonality	Price of commercial ration at market is unaffordable for most farmers
Availability	Diet contains low levels of crude protein and metabolizable energy

Finish / Submit All Answers Previous Next



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Step 7 (of 13) Pre-Assessment - Livestock Feed

Question 4 of 7
08:21

As defined in the FEAST tool, 'collected fodder' can include: (check all that apply)

☐ Plants cultivated for feed
☐ Weeds
☐ Crop residues
☐ Commercial ration
☐ Thinnings
☐ Naturally occurring grasses

Finish / Submit All Answers Previous Next



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Step 7 (of 13) Pre-Assessment - Livestock Feed

Question 5 of 7
07:56

What are some common sources of minerals for ruminants? (check all that apply)

☐ pastures
☐ green feeds
☐ commercial supplements
☐ naturally occurring rocks and soils
☐ water

Finish / Submit All Answers Previous Next



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Step 7 (of 13) Pre-Assessment - Livestock Feed

Question 6 of 7
07:22

Connect each example to the corresponding approach to increasing livestock feed resources.

Increasing production of feed

Purchasing commercial ration

Making better use of available resources

Planting more fodder crops

Sourcing feed from outside the farm

Feeding crop residues to animals

Finish / Submit All Answers Previous Next



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Step 7 (of 13) Pre-Assessment - Livestock Feed

Question 7 of 7
06:54

Animals receiving 70% of dry matter (DM) from grazing might indicate:

☐ Low feed quantity
☐ Poor feed quality
☐ Too many herbaceous legumes
☐ Social constraints
☐ Lack of animal health services

Finish / Submit All Answers Previous Next

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Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

Pre-Assessment Test

Facilitation & Interview Skills

Click the "Start Assessment" button to proceed

Start Assessment

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Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Question 1 of 1

What is the purpose of "follow up" questions?

- ☐ To quickly end an interview
- ☐ To schedule another interview
- ☐ To clarify a respondent's answer to a previous question
- ☐ To get a second respondent's opinion
- ☐ To have the respondent repeat their previous answer

Finish / Submit All Answers Previous Next

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Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Question 1 of 1

What is the purpose of "follow up" questions?

- ☐ To quickly end an interview
- ☐ To schedule another interview
- ☐ To clarify a respondent's answer to a previous question
- ☐ To get a second respondent's opinion
- ☐ To have the respondent repeat their previous answer

Finish / Submit All Answers Previous Next

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Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Question 2 of 1

What is a good technique to resolve conflict between participants in a group discussion?

- ☐ Remain neutral and encourage participants to ask each other questions
- ☐ Have the group vote on whose opinion is correct
- ☐ Have each participant make their case and let the facilitator decide
- ☐ Ask both participants to leave the meeting
- ☐ Defer to the elder of the two participants

Finish / Submit All Answers Previous Next

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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

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Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Question 3 of 8

If you are leading a group discussion and find that the participants are spending too long on a minor topic, what is an appropriate response?

- ☐ Do not interfere and respect their freedom of speech
- ☐ Suggest that the group revisit the topic later and move on
- ☐ Skip the next major topic
- ☐ Penalize the group for going over time

Finish / Submit All Answers Previous Next

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MODULE 1: Introduction and Pre-Assessment

Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Question 4 of 8

What is the best method for taking notes during a meeting?

- ☐ Memorize what is said and write it down later
- ☐ Write down every other word
- ☐ Write down everything word for word
- ☐ Summarize the most important points and decisions

Finish / Submit All Answers Previous Next

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Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Question 5 of 8

If a farmer cannot estimate the average weight of their livestock, what would be the best way for an interviewer to resolve the matter?

- ☐ Visit the farm and weigh the animals
- ☐ Copy the answer from another farmer's questionnaire
- ☐ List the weight as 1 TLU
- ☐ Consult secondary sources and enter a value
- ☐ Discard the farmer's data and interview someone else

Finish / Submit All Answers Previous Next

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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

MODULE 1: Introduction and Pre-Assessment

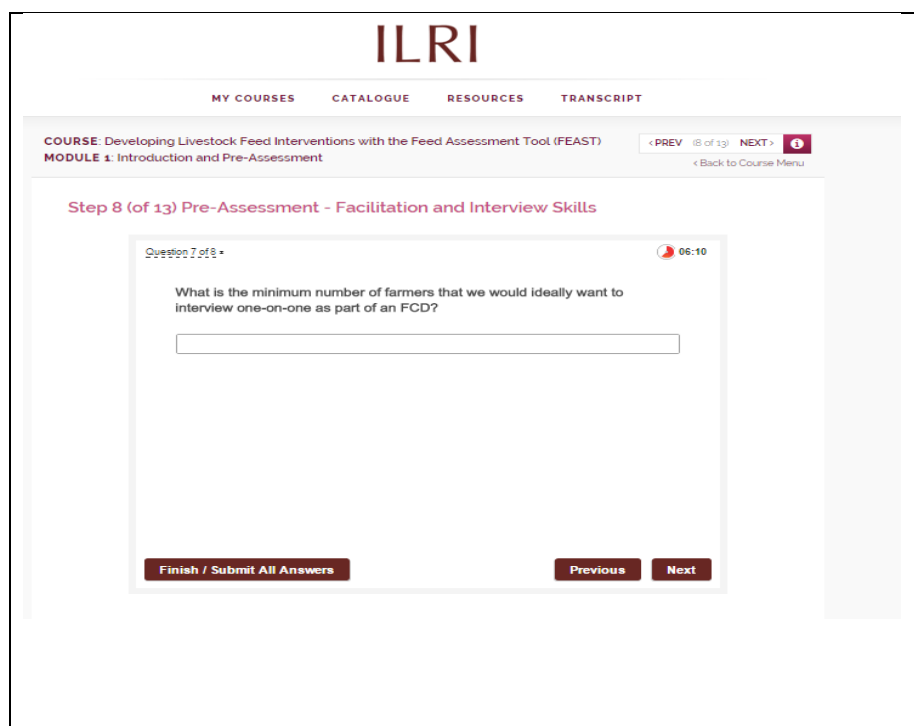
Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Question 6 of 8

Which of the following questions are open-ended? (check all that apply)

- ☐ Do you own a tractor?
- ☐ How many people are in your household?
- ☐ What is the average price of commercial ration at market?
- ☐ Why hasn't the irrigation system been repaired?
- ☐ What are some constraints on local livestock production?

Finish / Submit All Answers Previous Next



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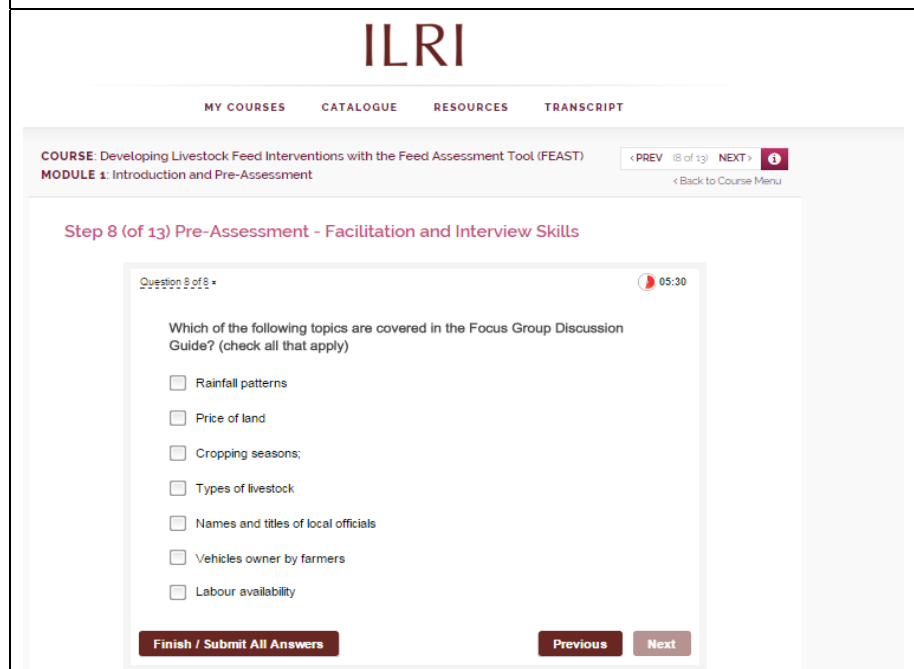
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Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Question 7 of 8 06:10

What is the minimum number of farmers that we would ideally want to interview one-on-one as part of an FCD?

Finish / Submit All Answers Previous Next



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Step 8 (of 13) Pre-Assessment - Facilitation and Interview Skills

Question 8 of 8 05:30

Which of the following topics are covered in the Focus Group Discussion Guide? (check all that apply)

- ☐ Rainfall patterns
- ☐ Price of land
- ☐ Cropping seasons;
- ☐ Types of livestock
- ☐ Names and titles of local officials
- ☐ Vehicles owner by farmers
- ☐ Labour availability

Finish / Submit All Answers Previous Next



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Step 9 (of 13) Pre-Assessment - Research Methods


Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

Pre-Assessment Test

Research Methods

Click the "Start Assessment" button to proceed

Start Assessment



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Step 9 (of 13) Pre-Assessment - Research Methods

Question 1 of 1 09:55

If you were to hold a meeting with 10 members of a community to discuss local agricultural issues, who should you invite to get a sense of the overall consensus within the community?

- ☐ The male heads of each household
- ☐ Leaders of the largest ethnic or religious group
- ☐ Farmers of different ethnic groups, agriculture types, genders, etc.
- ☐ The ten most successful farmers in the region;
- ☐ Ten people chosen at random
- ☐ Government officials from each ministry or department

Finish / Submit All Answers Previous Next



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Step 9 (of 13) Pre-Assessment - Research Methods

Question 2 of 1 09:32

What are some roles we would assign to technical team members during a focus group discussion? (check all that apply)

- ☐ Fact checker
- ☐ Lead facilitator
- ☐ Time keeper
- ☐ Judge
- ☐ Manager
- ☐ Note taker

Finish / Submit All Answers Previous Next



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Step 9 (of 13) Pre-Assessment - Research Methods


Question 3 of 1 09:05

Drag the words and drop them to the appropriate places

It is the job of the _____ and _____ to make sure all topics are covered in a group discussion.

time keeper fact checker general manager class participants
note taker lead facilitator

Finish / Submit All Answers Previous Next



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Step 9 (of 13) Pre-Assessment - Research Methods

Question 4 of 7 08:28

What is a "focus group"?

- ☐ The focus of a one-on-one interview
- ☐ The five people in a survey sample with the answers closest to the average
- ☐ A diverse group of people brought together to share opinions on a topic
- ☐ A group of questions that survey respondents are asked to focus on

Finish / Submit All Answers Previous Next



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Step 9 (of 13) Pre-Assessment - Research Methods

Question 5 of 7 07:59

Fill in the blank fields below

The recommended size of a focus group for an FCD is between and farmers.

Finish / Submit All Answers Previous Next



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Step 9 (of 13) Pre-Assessment - Research Methods

Question 6 of 7 07:23

What is the standard definition of a "household" for the purposes of collecting data during an FCD?

- ☐ All people living in the same physical structure
- ☐ The definition varies from culture to culture and community to community
- ☐ All relatives living within 5km of each other
- ☐ Parents and children only

Finish / Submit All Answers Previous Next



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Step 9 (of 13) Pre-Assessment - Research Methods

Question 7 of 7 06:43

Arrange the steps of an FCD in order.

-
-
-
-
-
-

Finish / Submit All Answers Previous Next



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Step 10 (of 13) Pre-Assessment - Data Analysis


Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

Pre-Assessment Test

Data Analysis

Click the "Start Assessment" button to proceed

Start Assessment



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Step 10 (of 13) Pre-Assessment - Data Analysis

Question 1 of 1 09:45

What is 20 multiplied by 6?

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Step 10 (of 13) Pre-Assessment - Data Analysis

Question 2 of 1 09:15

Rearrange the names of the farmers in order of most livestock to least livestock, based on the graph below.



Farmers	TLUs
Grace	10
Arjun	14
Ndlovu	2
Silina	8

- Silina
- Grace
- Ndlovu
- Arjun

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Question 3 of 1 10:44

Connect the feed sources to the percentage they contribute to the animal's diet, according to the graph.



Feed Source	Percentage
Collected Feed	30
Cultivated Feed	5
Purchased Feed	15
Grazing	50

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Question 4 of 6

08:14

What is the mean (average) of the following numbers? 2, 4, 5, 5

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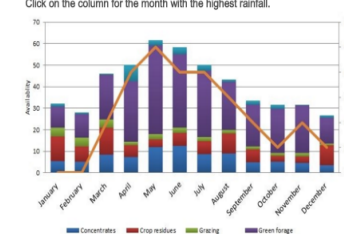
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Question 5 of 6

07:47

Click on the column for the month with the highest rainfall.



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Question 6 of 6

10:47

The charts below show data for the same farm. What is the difference?



The chart on the left shows while the chart on the right shows .

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Question 7 of 6

08:02

The charts below show data for the same farm. What is the difference?



The chart on the left shows while the chart on the right shows .

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Question 2 of 2 08:18

Rearrange the farmers in order from most hectares devoted to cassava cultivation to least, according to the chart.

Hectares Under Cultivation by Crop Type

Farmers	Rice	Sorghum	Cassava
Grace	0.5	0.2	0.3
Arjun	0.3	1.0	0.5
Ndulue	0.4	0.4	0.6
Silvina	0.2	0.6	0.8

1. Arjun

2. Ndulue

3. Grace

4. Silvina

Finish / Submit All Answers Previous Next

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Step 10 (of 13) Pre-Assessment - Data Analysis

Question 2 of 2 07:52

Which of the following items represent "qualitative" data? (click all that apply)

- ☐ Overall health of animal
- ☐ Eggs laid per day
- ☐ Reasons for moving to the city
- ☐ Weight of a cow
- ☐ Potential impact of an intervention
- ☐ Distance to water

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Step 11 (of 13) Pre-Assessment - Report Writing

Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

Pre-Assessment Test Report Writing

Click the "Start Assessment" button to proceed

Start Assessment

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Step 11 (of 13) Pre-Assessment - Report Writing

Question 1 of 1 08:54

Click on the error in the following sentence then click "next":

Cultivated fodder and purchased feed can be more expensive than grazing, but is typically higher in nutrients.

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Step11 (of 13) Pre-Assessment - Report Writing

Question 2 of 6 08:21

What are some broad categories of interventions? (check all that apply)

☐ Increasing production of feed
 ☐ Sourcing feed from outside the farm
 ☐ Confiscating feed from merchants
 ☐ Exporting fodder crops
 ☐ Making better use of available resources
 ☐ Reducing number of animals

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Step11 (of 13) Pre-Assessment - Report Writing

Question 3 of 6 08:29


What is the main idea of the video clip?

☐ Agriculture is a subset of the food system
 ☐ The UK generates 20% of the world's greenhouse gases
 ☐ Transportation causes pollution
 ☐ Livestock can be bred for better productivity
 ☐ Agriculture is an often-overlooked contributor to global warming



Tina Gurnett
Feed Cereals Research Scientist
ILRI/ILR/ILRI

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Step11 (of 13) Pre-Assessment - Report Writing

Question 4 of 6 08:01

Which of the following are complete, grammatically correct sentences? (check all that apply)

☐ Improved livestock breeds that carry exotic genes.
 ☐ Ask the farmer to estimate the average weight of their goats.
 ☐ Earned from other activities, such as business.
 ☐ Roadside grazing provides few nutrients.
 ☐ Consensus can sometimes be difficult to reach.
 ☐ Percent contribution to an animal's diet.

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Step11 (of 13) Pre-Assessment - Report Writing

Question 5 of 6 07:42

Arrange the following sentences to create a well-organised paragraph:

- Researchers discovered that the disease has been spreading among pigs in Indonesia since 2005.
- The bird flu virus may be evolving to spread between mammals.
- Previously, most infections in humans and other mammals occurred only after direct contact with an infected bird.

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Step 11 (of 13) Pre-Assessment - Report Writing

Question 8 of 8 [07:22](#)

Connect the topics to the section of the FCD report in which they would be addressed.

Inputs and services	Farming Systems
Household sizes	Livestock Production
Knowledge gaps	Problems and Opportunities
Sourcing feed from outside the farm	Potential Interventions

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Step 12 (of 13) Pre-Assessment - Implementing Livestock Feed Interventions

Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

Pre-Assessment Test

Implementing Feed Interventions

Click the "Start Assessment" button to proceed

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Step 12 (of 13) Pre-Assessment - Implementing Livestock Feed Interventions

Question 1 of 1 [09:56](#)

What is a livestock feed intervention?

- ☐ Substituting plant-based feed for animal material
- ☐ When customs officers inspect imported livestock feed
- ☐ A project undertaken to improve livestock feed resources
- ☐ A shortage of livestock feed

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Step 12 (of 13) Pre-Assessment - Implementing Livestock Feed Interventions

Question 2 of 7 • 09:40

Arrange the steps for implementing suggested livestock feed interventions in order:

- Secure buy-in from stakeholders
- Create action plan
- Produce FCD Report
- Follow up to evaluate effectiveness
- Evaluate feasibility vs. impact of recommendations

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Question 3 of 7 • 09:17

What should an action plan for a livestock feed intervention include?

- ☐ Biographies of Team Members
- ☐ Success Criteria
- ☐ Constraints
- ☐ Penalties for Delays
- ☐ Target Dates

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Step 12 (of 13) Pre-Assessment - Implementing Livestock Feed Interventions

Question 4 of 7 • 08:58

What is the ultimate objective of a livestock feed intervention?

- ☐ Producing measurable improvements in livestock feed resources
- ☐ Deriving an accurate census of local livestock populations
- ☐ Composing a thorough and accurate report
- ☐ Interviewing as many people as possible
- ☐ Analysing the nutritive content of livestock feed

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Question 5 of 7 • 08:35

Drag the words and drop them to the appropriate places

A(n) is someone who has an interest in a project and whose might be required for the project to succeed.

objections facilitator buy-in impartiality spectator stakeholder

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Question 7 of 7

In the context of a Farmer-Centred Diagnosis, a "roadmap" is:

- ☐ A plan to implement recommended livestock feed interventions
- ☐ A map to the site of the intervention
- ☐ A plan to develop other industries to replace agriculture
- ☐ A map showing the best grazing areas in a region

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MODULE 1: Introduction and Pre-Assessment

Step 13 (of 13) Thank you for completing the Pre-Assessment

Thank-you for completing the pre-assessment. Return to the course menu via the link above and launch the next lesson to begin the course.

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Step 1 (of 8) Lesson Objectives

Lesson Objectives

By the end of this lesson, you should be able to:

- Recognize the importance of smallholder farmers in the global economy
- Describe the importance of livestock feed to smallholder farmers
- Summarize how the Farmer-Centred Diagnosis methodology helps smallholder farmers improve access to livestock feed
- List the major activities in a Farmer-Centred Diagnosis
- Explain the importance of involving farmers in the process
- Describe your role as a REACT Facilitator
- Summarize how the REACT Tool is employed in a Farmer-Centred Diagnosis

Key Terminology

- Farmer-Centred Diagnosis (FCD)** – A methodology for improving livestock feed resources that lets local farmers, rather than outside experts, lead the process
- FEAST Facilitator** – Trained professional who provides guidance, organization and technical support to help farmers and local stakeholders successfully complete the Farmer-Centred Diagnosis
- Feed Assessment Tool (FEAST)** – A set of electronic forms designed to collect and analyze data related to a community's livestock feed resources and produce reports to inform the development of interventions
- Smallholder** – A farmer who owns a relatively small area of land
- Intervention** – A project intended to help farmers improve their productivity

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Step 1 (of 8) Lesson Objectives

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LESSON 2: The FEAST Concept
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Step 1 (of 8) Lesson Objectives

Lesson Objectives

By the end of this lesson, you should be able to:

- Explain the importance of involving farmers in the process
- Describe your role as a FEAST Facilitator
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Step 1 (of 8) Lesson Objectives

Key Terminology

ter-mi-nol-o-gy
1. The vocabulary of technical terms used in a particular field, subject, science, or art;

Lesson Objectives

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Step 2 (of 8) The Importance of Smallholder Farmers

Goal of the FEAST Methodology

Who are "smallholder farmers"? Why does it matter if they have access to quality livestock feed?



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LESSON 2: The FEAST Concept


Step 3 (of 8) Review Questions

Question 1 of 2

Choose a word from each drop-down to form a true statement.

There are approximately five hundred smallholder farmers in the world, who together are responsible for feeding over two of the Earth's people.

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LESSON 2: The FEAST Concept

Step 4 (of 8) The Farmer-Centred Diagnosis Methodology


Goals of a Farmer-Centred Diagnosis



The goal of a FCD is to help members of a community:

- Examine issues that concern local farmers
- Identify problems & opportunities
- Prioritize problems
- Evaluate options for solving problems
- Develop interventions to address problems
- Implement and follow through on interventions

03:23



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Step 5 (of 8) Review Questions

Question 1 of 2

What are some typical examples of livestock feed interventions? (select all that apply)

- ☐ Introducing new types of fodder crops to an area
- ☐ Convincing cows not to overeat
- ☐ When agricultural officials seize contaminated livestock feed
- ☐ When a veterinarian adds medicine to an animal's feed
- ☐ Introducing new breeds of livestock to an area
- ☐ Securing farmers access to favourable credit to buy feed

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Step 6 (of 8) Your Role as a FEAST Facilitator


Your Role as a FEAST Facilitator



As a FEAST Facilitator, you will:

- Guide farmers through the Farmer-Centred Diagnosis
- Conduct advance research and planning in preparation for FCD
- Recruit a FEAST Technical Team to help with the process
- Use data collected with the FEAST Tool to help identify causes of local problems and opportunities for improvement.

[Play](#)
[Pause](#)



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Step 7 (of 8) Review Questions

Question 1 of 3

The FEAST Data Application is a specialized piece of computer software that can... (check all that apply)

☐ Calculate nutritional data, average prices and more
☐ Implement livestock feed interventions without the need for humans
☐ Download everything you need about a community from the Internet
☐ Keep data collected during the Farmer-Centred Diagnosis organized
☐ Produce charts and graphs to visualize data



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Step 8 (of 8) Lesson Summary

Lesson Objectives Review


You should now be able to:

- Recognize the importance of smallholder farmers in the global economy
- Describe the importance of livestock feed to smallholder farmers
- Summarize how the Farmer-Centred Diagnosis methodology helps smallholder farmers improve access to livestock feed
- List the major activities in a Farmer-Centred Diagnosis
- Explain why it is important to involve the farmer in the process
- Summarize how the FEAST Tool is employed in a Farmer-Centred Diagnosis



Lesson Objectives
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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

LESSON 3: Preparing for a Farmer-Centred Diagnosis

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Step 1 (of 8) Lesson Objectives




Lesson Objectives

By the end of this lesson, you should be able to:

- Explain the key steps that FEAST Facilitators take to prepare for a Farmer-Centred Diagnosis
- Explain the benefits of planning
- Select groups of farmers to participate in focus group discussions who are representative of the entire community
- Select an appropriate meeting point for the focus group discussion

Key Terminology

- **Preliminary Scoping Exercise** – When a FEAST Facilitator visits a community in advance to gather information and prepare for a Farmer-Centred Diagnosis
- **FEAST Technical Team** – A team of local community members and outside experts who help organize and manage the Farmer-Centred Diagnosis
- **Focus Group** – A group of 12-16 men and women selected to participate in discussions of issues affecting the community
- **Key Informant** – A knowledgeable member of the community with a broad understanding of local issues.



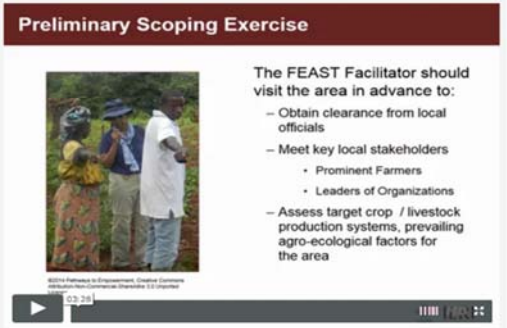
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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

LESSON 3: Preparing for a Farmer-Centred Diagnosis


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Step 2 (of 8) Preliminary Scoping Exercise




The FEAST Facilitator should visit the area in advance to:

- Obtain clearance from local officials
- Meet key local stakeholders
 - Prominent Farmers
 - Leaders of Organizations
- Assess target crop / livestock production systems, prevailing agro-ecological factors for the area



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Step 3 (of 8) Review Questions

Question 1 of 3

Choose a word from the drop-down list to form a true statement.


You should visit the site of the Farmer-Centred Diagnosis at least one in advance of the focus group discussion to make preparations and gather information.

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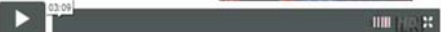
Step 4 (of 8) Obtaining Clearance and Securing a Site


Obtaining Clearance from Officials

It is often necessary to obtain permission from local officials to conduct the FCD:

- Local leaders can help reach more farmers
 - Increase community involvement
 - Higher attendance at meetings
- Officials can help with implementation of interventions







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Step 5 (of 8) Scenario: Obtaining Clearance from Officials

Scenario: Obtaining clearance from officials

While visiting the community in advance of a Farmer-Centred Diagnosis, you manage to get a meeting with the local representative of the provincial government, who is also a member of a highly respected local family. This is the first time you or anyone from your organization have spoken with this person. On the following slides, try to choose the best response to each of his questions about the Farmer-Centred Diagnosis.



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Step 6 (of 8) Inviting Farmers to Focus Group Discussions


Selecting a Representative Group

Make sure focus groups represent the entire community:

- Gender
- Wealth
- Farming Type
- Ethnicity
- Religion



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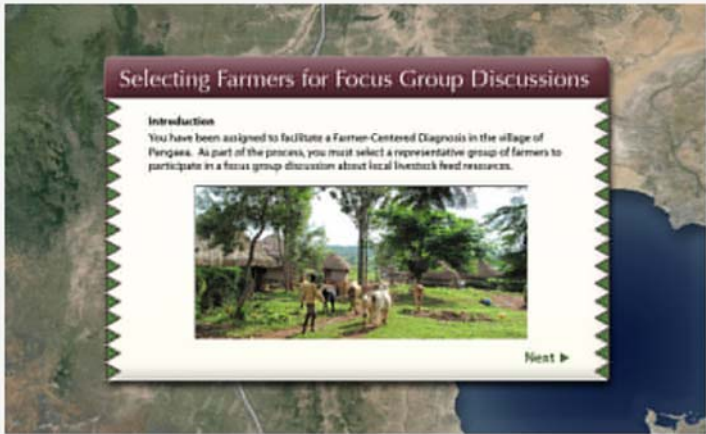
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Step 7 (of 8) Activity - Selecting Farmers for Focus Group Interviews





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Step 8 (of 8) Lesson Summary

Lesson Objectives Review

You should now be able to:


- Explain the key steps that FEAST Facilitators take to prepare for a Farmer-Centred Diagnosis
- Explain the benefits of planning
- Select groups of farmers to participate in focus group discussions who are representative of the entire community
- Select an appropriate meeting point for the focus group discussion



Lesson Objectives

You should now be able to:


- Explain the key steps that FEAST Facilitators take to prepare for a Farmer-Centred Diagnosis
- Explain the benefits of planning
- Select groups of farmers to participate in focus group discussions who are representative of the entire community
- Select an appropriate meeting point for the focus group discussion




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Step 1 (of 12) Lesson Objectives 



Lesson Objectives

By the end of this lesson, you should be able to:

- Schedule and make preparations for a focus group discussion
- Lead farmers in a discussion of livestock feed related issues based on the Focus Group Discussion Guide
- Use open-ended questions and follow-up / probing questions to gather information
- Make sure that ground rules are observed and all participants get a chance to contribute
- Keep the discussion on topic and resolve disputes

Key Terminology

- **Focus Group Discussion** – An informal, but structured discussion among a diverse group of people for the purpose of gathering information / feedback about a particular topic
- **Facilitator** – In a discussion, someone who helps a group of people find their common objectives, resolve disputes and plan/work towards their shared goals
- **Open-Ended Question** – A question with no specific answer, asked to encourage someone to give a lengthy response based on their own knowledge, experience and feelings
- **Probing Question** – A question about a person's response to a previous question, asked in order to clarify their answer or solicit more specific information



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Step 2 (of 12) Managing Focus Groups





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Step 3 (of 12) Review Questions

Question 1 of 2

Fill in the blanks to create a true statement.

With a Farmer-Centred Diagnosis, focus groups of to farmers are usually the right size to ensure a representative sample of community members, without being so large as to become unmanageable.

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Step 4 (of 12) Advance Preparation

Advance Preparation: Day of the Meeting

- On the day of the meeting, arrive early as possible (before start time) to prepare
- Before the meeting starts observe the local social protocols





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Step 5 (of 12) Review Questions

Question 1 of 2

Drag and drop to match each technical team member role to its description.

Time Keeper	One or more should be appointed to record the farmers' responses.
Audio/Visual Equipment Operator	Asks questions and guides the discussion.
Note Taker	Makes sure the discussion is proceeding on schedule.
Lead Facilitator	If needed. Can be combined with one of the other roles.

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Step 6 (of 12) Beginning the Discussion


Facilitating: Starting the Meeting

At beginning of meeting, the lead facilitator should:

1. Politely request that farmers silence/switch off mobile phones
2. Conduct introductions
3. Explain objectives of focus group discussions
 - Explain that goal is to gather information and proposals – findings/solutions will be presented at a future meeting
4. Set agenda / timetable for the meeting
5. Review ground rules for discussion



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LESSON 4: Focus Group Discussions

Step 7 (of 12) Review Questions


Question 1 of 2

Drag and drop the words into the spaces to create a true statement.

The lead facilitator's primary job is to _____, give the farmers time to _____ then help them _____.

reach consensus	ask questions
teach farmers about feed	memorize the content
take the final exam	study the course materials
determine a winner	discuss

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LESSON 4: Focus Group Discussions

Step 8 (of 12) Types of Questions

Types of Questions



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LESSON 4: Focus Group Discussions


Step 9 (of 12) Review Questions

Question 1 of 2

Which of the following questions would be considered "Open-Ended"? (select all that apply)

- ☐ How would you describe the local livestock production system?
- ☐ Why did you choose to raise sheep instead of cattle?
- ☐ How many sheep do you own?
- ☐ Do you use A.I. or bull services?
- ☐ What could be done to improve availability of water?

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LESSON 4: Focus Group Discussions


Step 10 (of 12) Resolving Conflict

Conflict Resolution Techniques


If conflicts arise:

- Remain neutral. Do not contradict anyone's statements, even if they seem wrong
- Ask questions to clarify each party's position, and try to find points of agreement
- If conflict is over a minor issue, say it can be discussed more later and move on
- Invite other participants to share their point of view, without asking them to take sides

– Keep discussion focused on personal experiences, and point out that people can experience the same situation differently



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Step 11 (of 12) Scenario - Resolving Conflict

Scenario: Resolving Conflict



You are facilitating a focus group in the village of Pangaea. Despite your best efforts to engage everyone, two farmers with forceful personalities - Irene and Godfrey - have been doing most of the talking.

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Step 12 (of 12) Lesson Summary

Lesson Objectives

You should now be able to:


- Schedule and make preparations for a focus group discussion
- Lead farmers in a discussion of livestock feed related issues based on the Focus Group Discussion Guide
- Use open-ended questions and follow-up / probing questions to gather information
- Make sure that ground rules are observed and all participants get a chance to contribute
- Keep the discussion on topic and resolve disputes



Lesson Objectives

You should now be able to:

- Schedule and make preparations for a focus group discussion
- Lead farmers in a discussion of livestock feed related issues based on the Focus Group Discussion Guide
- Use open-ended questions and follow-up / probing questions to gather information
- Make sure that ground rules are observed and all participants get a chance to contribute
- Keep the discussion on topic and resolve disputes




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Step 1 (of 12) Lesson Objectives




Lesson Objectives

By the end of this lesson, you should be able to:

- Explain how data collected from focus groups is used in the Farmer-Centred Diagnostic Report
- List and summarize the major topics covered in the FEAST Focus Group Discussion Guide
- Record data using the Focus Group Discussion Guide
- Triangulate an overall answer to a question from multiple individual answers
- Describe what constitutes a "household" in your assigned region

Key Terminology

- **Household** – A group of people who dwell together and share common possessions/resources, the basic social/economic unit within a society
- **Triangulate** – To find an overall answer to a question based on multiple individual answers



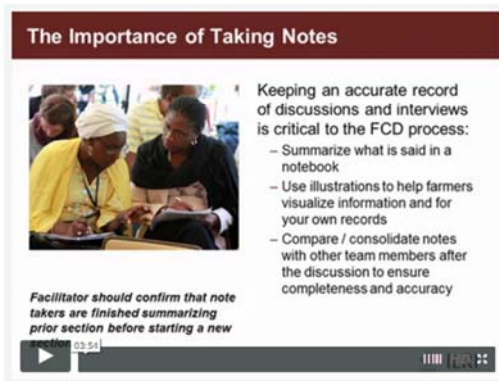
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Step 2 (of 12) Team Roles




The Importance of Taking Notes

Keeping an accurate record of discussions and interviews is critical to the FCD process:

- Summarize what is said in a notebook
- Use illustrations to help farmers visualize information and for your own records
- Compare / consolidate notes with other team members after the discussion to ensure completeness and accuracy

Facilitator should confirm that note takers are finished summarizing prior section before starting a new section



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Step 3 (of 12) Review Questions

Question 1 of 2

Arrange the steps in order for leading the focus group through each topic in the discussion guide.

- Allow the farmers to freely discuss the topic and reach consensus
- Hold a vote, if needed
- Ask probing and follow-up questions to clarify the group's answers
- Ask the main question from the discussion guide

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Step 4 (of 12) Focus Group Discussion Guide - Section 1


[Click here](#) to view the Focus Group Discussion Guide.

Households

Many questions ask for statistics by "household"

- "Household" is the basic socio-economic unit of people dwelling together and sharing possessions, however a culture defines it
- Might include parents and children only, or multiple generations / cousins / distant relatives / servants / etc.
- Can be difficult to define in communities where most members are related, share communal property





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Step 5 (of 12) Review Questions

[Click here](#) to view the Focus Group Discussion Guide, for reference when answering the review questions.

Question 1 of 8

Which of the following topics are covered in section 1 of the focus group discussion guide? (select all that apply)

- ☐ Rainfall patterns
- ☐ Farm / household sizes
- ☐ Types of livestock raised
- ☐ Number of farmers belonging to each ethnic group
- ☐ How much money each farmer makes

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Step 6 (of 12) Focus Group Discussion Guide - Section 2


2. Management of Livestock Species



Assess how livestock are managed in the area:

- Types of animals raised (% of households raising these animals and average herd/flock sizes)
- Purpose of raising these animals (e.g. draught, income, fattening, calf production)
- General animal husbandry (including management, veterinary services and reproduction)

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Step 7 (of 12) Review Questions


[Click here](#) to view the Focus Group Discussion Guide, for reference when answering the review questions.

Question 1 of 4

Which of the following topics are covered in section 2 of the focus group discussion guide? (select all that apply)

☐ Availability of veterinary and health services
☐ Anatomy of cattle
☐ Purpose of raising animals (dairy, fattening, etc.)
☐ Types of animals raised
☐ Which local farmers own the largest herds

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Step 8 (of 12) Focus Group Discussion Guide - Section 3


3. Problems, Issues and Opportunities



Identify problems and potential solutions:

- Is feed a major factor limiting animal production?
- List major problems and issues affecting livestock production
- Use pair-wise rankings to determine most important problems

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Step 9 (of 12) Review Questions

Question 1 of 2

Which of the following is true of pairwise rankings?

- ☐ Every possible pair of items in a set is compared, then items are ranked based on how often they were chosen as the better option.
- ☐ First, the best item from a set is selected. Then all of the other items are evaluated to see which makes the best pair.
- ☐ Items are divided into pairs, then from each pair one item is chosen and the other is eliminated. The remaining items are then grouped into new pairs and the process repeats until there is only one item.
- ☐ The best and worst items in a set are paired together, then the second best and second worst and so on, so all pairs are of equal quality.

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Step 10 (of 12) Focus Group Discussion Guide - Section 4


4. Distribution of Land/Wealth

Use average farm size (as determined in section 1) as starting point to ask farmers:

- How much land would be considered a small farm? Medium? Large?
- What % of local population are landless / have small / medium / large landholdings?



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Step 11 (of 12) Review Questions

[Click here](#) to view the Focus Group Discussion Guide, for reference when answering the review questions.


Question 1 of 2

Drag the words and drop them to the appropriate places to form a true statement.

We should invite at least farmer(s) to stay after the focus group for one-on-one interviews, with at least from each .

landholding category	ethnic group	partner organization
twelve	three	two
one	village	four
eight	nine	

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Step 12 (of 12) Lesson Summary

Lesson Objectives

You should now be able to:


- Explain how data collected from focus groups is used in the Farmer-Centred Diagnosis Report
- List and summarize the major topics covered in the FEAST Focus Group Discussion Guide
- Record data using the Focus Group Discussion Guide
- Triangulate an overall answer to a question from multiple individual answers
- Describe what constitutes a "household" in your assigned region



Lesson Objectives

By the end of this lesson, you should be able to:

- Explain how data collected from focus groups is used in the Farmer-Centred Diagnosis Report
- List and summarize the major topics covered in the FEAST Focus Group Discussion Guide
- Record data using the Focus Group Discussion Guide
- Triangulate an overall answer to a question from multiple individual answers
- Describe what constitutes a "household" in your assigned region



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Step 1 (of 8) Lesson Objectives

Individual Farmer Interviews



Lesson Objectives

By the end of this lesson, you should be able to:

- List and summarize the major topics covered in the FEAST Individual Interview Questionnaire
- Record data from interviews using the Individual Interview Questionnaire
- Use probing / follow up questions to get more specific, quantitative information during an interview

Key Terminology

- Extrapolate** – To estimate or make assumptions about a larger, unknown situation based on a limited set of known data



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Step 2 (of 8) Objectives of Individual Farmer Interviews

Interviewing Individual Farmers

So far, we have:

- Collected data from the focus group discussion
- Selected 9+ individual farmers (3 from each landholding category)





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Step 3 (of 8) Review Questions

Question 1 of 2

Which of the following is true of conducting individual farmer interviews?

- ☐ The interviews are conducted via text messaging or email
- ☐ The data must be absolutely precise, or the FEAST Data App will not function
- ☐ It is better to capture complete and perfect data from one farmer than imperfect data from nine farmers
- ☐ By interviewing multiple farmers, we hope to get a sense of what is typical for the community

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Step 4 (of 8) Individual Farmer Interview Questionnaire

The Interview Questionnaire

- Animals – livestock inventory
- Crops - yields and areas to derive crop residue availability
- Feed Resources
 - Cultivated forages – yields and areas
 - Collected fodder: proportion of diet
 - Purchased feed
 - Grazing: proportion of diet

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Step 5 (of 8) Review Questions


[Click here](#) to view the Individual Farmer Interview Questionnaire, for reference when answering the review questions.


Question 1 of 4

Refer to the FEAST Individual Interview Questionnaire (available via the link above) to answer this question: Section 1 of the guide includes a chart listing many types of livestock. Which of the following types are included for improved buffalo? (select all that apply)

<input type="checkbox"/> Cattle/Bufalo Hybrid	<input type="checkbox"/> Sick or Infirm
<input type="checkbox"/> Pregnant	<input type="checkbox"/> Bulls
<input type="checkbox"/> Heifers	<input type="checkbox"/> Non-Lactating (Dry)
<input type="checkbox"/> Calves	<input type="checkbox"/> Lactating

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Step 6 (of 8) Concluding the Interview

Concluding the Individual Farmer Interview



- Thank the interview respondent for their time
- Collect completed questionnaires from all interviews for entry into the FEAST Data Application.





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Step 7 (of 8) Scenario: Probing and Follow-Up Questions

[Click here](#) to view the Individual Farmer Interview Questionnaire, for reference when answering the review questions.


Scenario: Follow-Up and Probing Questions



Imagine you are interviewing a farmer after a focus group discussion. On the following slides, we will present questions from the Interview Questionnaire and the farmer's response. Select the follow-up question that you believe is most likely to draw out the information requested in the questionnaire.

You may refer to the Individual Interview Questionnaire via the link above.

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Step 8 (of 8) Lesson Summary

Lesson Objectives

You should now be able to:


- List and summarize the major topics covered in the FEAST Individual Interview Questionnaire
- Record data from interviews using the Individual Interview Questionnaire
- Use probing / follow up questions to get more specific, quantitative information during an interview



Lesson Objectives

By the end of this lesson, you should be able to:


- List and summarize the major topics covered in the FEAST Individual Interview Questionnaire
- Record data from interviews using the Individual Interview Questionnaire
- Use probing / follow up questions to get more specific, quantitative information during an interview



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LESSON 7: Follow-Up Visits

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Step 1 (of 4) Lesson Objectives




Lesson Objectives

By the end of this lesson, you should be able to:

- Conduct follow-up research to access facts behind any incomplete or disputed sections of the Focus Group Discussion Guide or Individual Interview Questionnaire

Key Terminology



- Ground Truth** – To send researchers into the field to verify data collected by other methods



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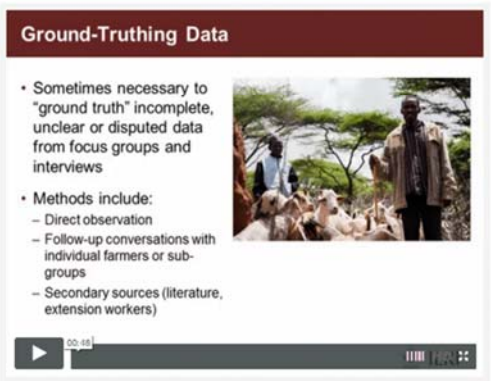
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Step 2 (of 4) Ground-Truthing Data





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LESSON 7: Follow-Up Visits

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Step 3 (of 4) Review Questions

Question 1 of 1

If none of the farmers interviewed were certain how much of their livestock's diet came from grazing, how might you ground-truth the issue? (check all that apply)

- ☐ Ask a key informant who seems knowledgeable about local livestock production
- ☐ Consult local extension workers
- ☐ Drive around the area and observe firsthand how many animals are out grazing
- ☐ Ask the farmers to go home and keep a log of grazing activity for the next 30 days
- ☐ Take stool samples from local livestock back to a lab for analysis

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LESSON 7: Follow-Up Visits


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Step 4 (of 4) Lesson Summary

Lesson Objectives

You should now be able to:


- Conduct follow-up research to assess facts behind any incomplete or disputed sections of the Focus Group Discussion Guide or Individual Interview Questionnaire



Lesson Objectives


By the end of this lesson, you should be able to:

- Conduct follow-up research to assess facts behind any incomplete or disputed sections of the Focus Group Discussion Guide or Individual Interview Questionnaire




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Step 1 (of 17) Lesson Objectives




Lesson Objectives
 By the end of this lesson, you should be able to:

- Create projects and add sites
- Enter focus group data
- Enter individual interview respondent data
- Enter data for local livestock types, crops and units of measurement



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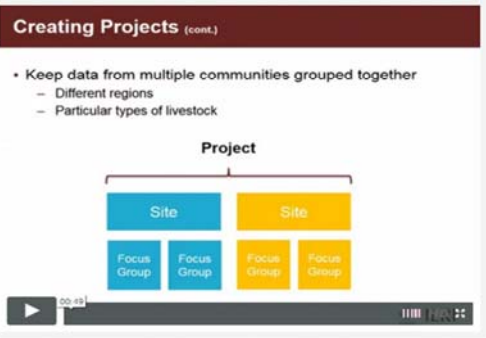
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Step 2 (of 17) Overview

Creating Projects (cont.)

- Keep data from multiple communities grouped together
 - Different regions
 - Particular types of livestock





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Step 3 (of 17) Creating Projects Tutorial

FEAST Data Application Tutorial

Creating Projects





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Step 4 (of 17) Review Questions

Question 1 of 2

Arrange the following from the highest / most general level of organization within the FEAST Data Application to the most specific.


- Project
- Focus Group
- Site
- Respondent

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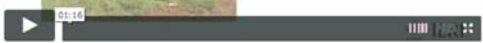
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Step 5 (of 17) Adding Sites

Adding Sites (cont.)

- Any geographic area
- Province
- Individual community










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Step 6 (of 17) Adding Sites Tutorial

**FEAST Data Application Tutorial
Adding Sites**





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Step 7 (of 17) Review Questions

Question 1 of 2

Which of the following are defined at a "site" level in the FEAST Data Application?

- ☐ Milk Prices
- ☐ Nutritional Content of Pasture
- ☐ Custom Units of Mass
- ☐ Currency
- ☐ Average Monthly Rainfall
- ☐ Country

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Step 8 (of 17) Entering Focus Group Data

Focus Group Data

- Refer to your Focus Group Discussion Guide
- The latest version of the Focus Group Discussion Guide and Individual Interview Questionnaire are included with the FEAST Data Application



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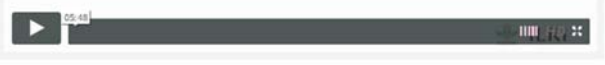
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Step 9 (of 17) Entering Focus Group Data Tutorial

FEAST Data Application Tutorial
Entering Focus Group Data





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Step 10 (of 17) Review Questions

[Click here](#) to download the demo data file to import into the FEAST Data Application.


Question 1 of 4

To answer the following questions you will need to import the demo data, available via the link at the top of this page. Would you like to read instructions on how to import the demo data?

☐ No, thank you - I already imported the demo data.

☐ Yes, please. Walk me through the process of importing demo data.

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Step 11 (of 17) Entering Respondent Data

Tutorial Data (cont.)

- Enter the data collected from each farmer who participated in a one-on-one interview



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Step 12 (of 17) Entering Respondent Data Tutorial

FEAST Data Application Tutorial
Entering Interview Data

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Step 13 (of 17) Review Questions

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Question 1 of 4

To answer the following questions you will need to import the demo data, available via the link at the top of this page. Would you like to read instructions on how to import the demo data?

☐ No, thank you - I already imported the demo data.

☐ Yes, please. Walk me through the process of importing demo data.

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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)
LESSON 9: Entering Data into the FEAST Data Application

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Step 14 (of 17) Custom Units and Statistics

Custom Statistics and Units (cont.)

- The FEAST Data Application allows users to add custom entries to the database
- This feature should be used responsibly as adding too many custom categories for livestock and crops might make the data difficult to analyze
- Less useful for identifying problems and solutions related to a community's livestock feed

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Step 15 (of 17) Custom Units and Statistics Tutorial

FEAST Data Application Tutorial
Statistics & Units of Measurement





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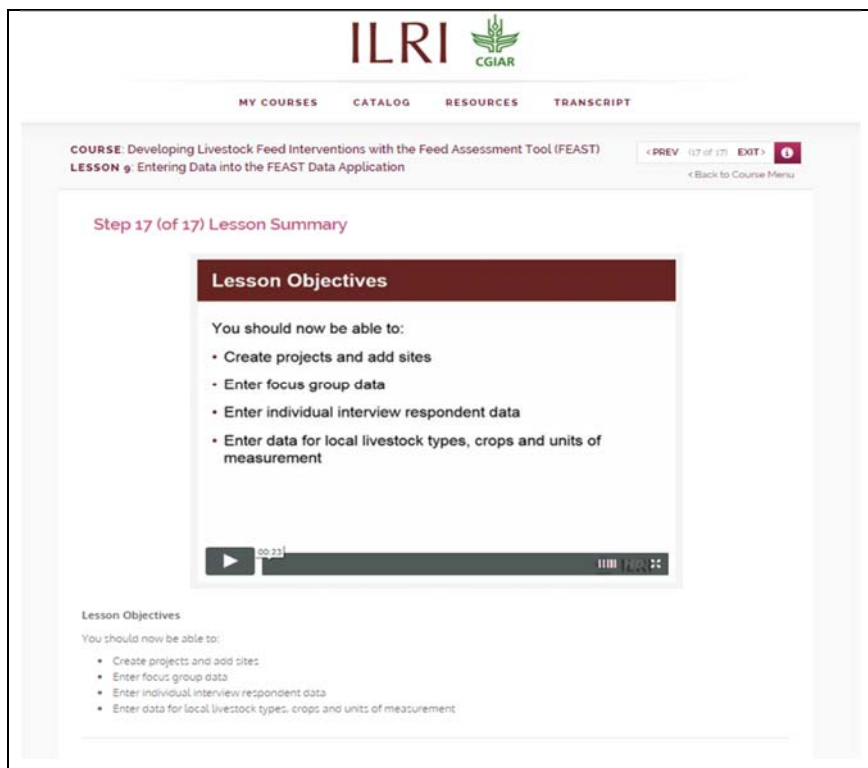
Step 16 (of 17) Review Questions

Question 1 of 2


Open the FEAST Data Application and click "Statistics and Units of Measurement". Based on the data in the tables, fill in the blanks to form a true statement.

On the table of standard crop types, "Sweet Potato" has a harvest index of and a dry matter percentage of %.

Next




The screenshot displays the ILRI course interface. At the top, the ILRI and CGIAR logos are visible. Below the navigation bar (MY COURSES, CATALOG, RESOURCES, TRANSCRIPT), the course title "Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)" and lesson title "LESSON 9: Entering Data into the FEAST Data Application" are shown. A progress indicator shows "17 of 17" lessons completed. The main content area is titled "Step 17 (of 17) Lesson Summary" and features a "Lesson Objectives" section. This section lists four objectives: "Create projects and add sites", "Enter focus group data", "Enter individual interview respondent data", and "Enter data for local livestock types, crops and units of measurement". Below the objectives is a video player with a play button and a progress bar.

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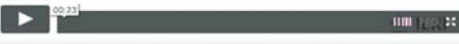
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Step 17 (of 17) Lesson Summary

Lesson Objectives

You should now be able to:


- Create projects and add sites
- Enter focus group data
- Enter individual interview respondent data
- Enter data for local livestock types, crops and units of measurement



Lesson Objectives

You should now be able to:


- Create projects and add sites
- Enter focus group data
- Enter individual interview respondent data
- Enter data for local livestock types, crops and units of measurement



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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

LESSON 10: Viewing Output from the FEAST Data Application

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Step 1 (of 5) Lesson Objectives



Lesson Objectives

By the end of this lesson, you should be able to:


- View charts in the browser
- Interpret the various charts
- Export Data to Microsoft Excel



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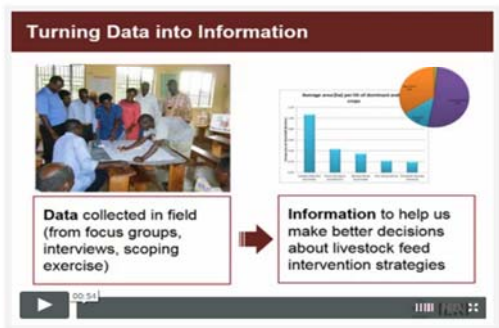
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Step 2 (of 5) Overview

Turning Data into Information





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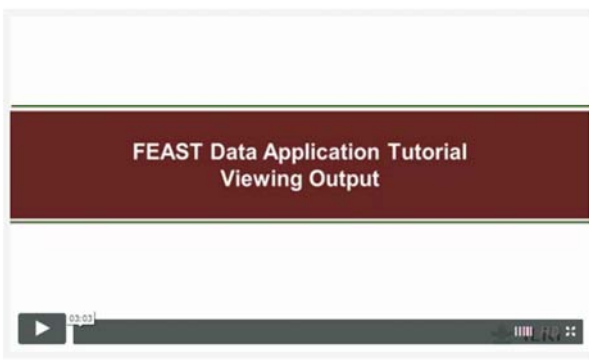
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Step 3 (of 5) FEAST Graphs Tutorial

FEAST Data Application Tutorial
Viewing Output





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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

LESSON 10: Viewing Output from the FEAST Data Application

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Step 4 (of 5) Review Questions

[Click here](#) to download the demo data file to import into the FEAST Data Application.

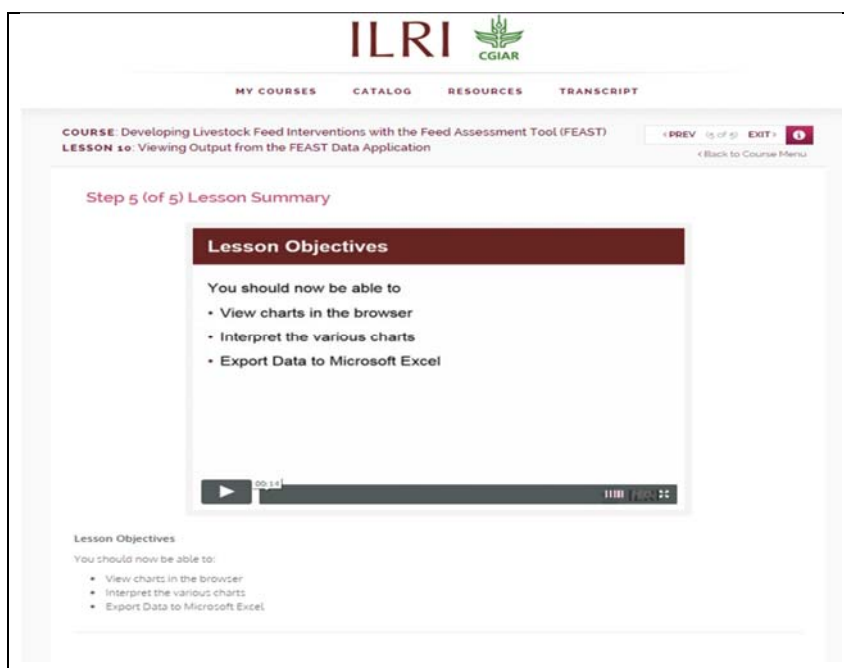
Question 1 of 8

To answer the following questions you will need to import the demo data, available via the link at the top of this page. Would you like to read instructions on how to import the demo data?

☐ No, thank you - I already imported the demo data.

☐ Yes, please. Walk me through the process of importing demo data.


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- You should now be able to
 - View charts in the browser
 - Interpret the various charts
 - Export Data to Microsoft Excel

Below the text, there is a video player interface showing a play button and a progress bar. The video player also displays the text "Lesson Objectives" and the same list of objectives as the text above it.



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LESSON 11: Sharing Data with the FEAST Data Application

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Step 1 (of 7) Lesson Objectives



Lesson Objectives

By the end of this lesson, you should be able to:

- Export data from the FEAST Data Application
- Import data into a different copy of the FEAST Data Application
- Copy respondent records between different focus groups
- Upload data to the FEAST website



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Step 2 (of 7) Overview





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Step 3 (of 7) Importing and Exporting Data Tutorial

FEAST Data Application Tutorial

Import / Export Data





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Step 4 (of 7) Review Questions

Question 1 of 2

What file format does the FEAST Data Application use for import and export?

☐ zip
☐ feast
☐ zlib
☐ rar
☐ bat


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Step 5 (of 7) Uploading Data to the FEAST Global Repository

Uploading Data

- International Livestock Research Institute is creating a worldwide repository of livestock feed related data
- Help smallholder farming communities compare their circumstances to other communities
- Find solutions that worked in similar situations
- Having this data available offers many benefits






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LESSON 11: Sharing Data with the FEAST Data Application

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Step 6 (of 7) Review Questions

Question 1 of 1

Where can you go to upload data to the FEAST worldwide data repository?

☐ www.google.com
☐ www.upload.net
☐ www.ilri.org/feast
☐ www.feast.com

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LESSON 11: Sharing Data with the FEAST Data Application


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Step 7 (of 7) Lesson Summary

Lesson Objectives

You should now be able to:


- Export data from the FEAST Data Application
- Import data into a different copy of the FEAST Data Application



Lesson Objectives

You should now be able to:


- Export data from the FEAST Data Application
- Import data into a different copy of the FEAST Data Application
- Copy respondent records between different focus groups
- Upload data to the FEAST website



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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)


LESSON 12: Summarizing Data

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Step 1 (of 6) Lesson Objectives

Summarizing Data



Lesson Objectives

By the end of this lesson, you should be able to:

- Summarize qualitative data collected from the focus group discussions and individual farmer interviews
- Summarize numerical data

Key Terminology

- Qualitative** – Concerned with general qualities of something (e.g., “Are your goats healthy?”)
- Quantitative** – Concerned with the specific number of something (e.g., “How many goats do you currently own?”)
- Mean** – The result of adding all the values in a set and dividing by the number of values. What people commonly refer to as the “average.”
- Range** – The smallest and the largest values in a set



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Step 2 (of 6) Writing Narrative Summaries

Quantitative vs. Qualitative

Qualitative Data	Quantitative Data
<ul style="list-style-type: none"> General descriptions Primarily gathered during focus group discussions Concerned with perceptions, opinions, overall description of agriculture & livestock production in the area Usually presented in the FCD report as a narrative, summarizing or – in some cases – quoting notes taken in the field 	<ul style="list-style-type: none"> Precise measurements Primarily gathered during individual farmer interviews Focused on exact figures for farm size, herd size, animal diet, production, income, etc. Often presented in the FCD report as graphs or tables generated by the FEAST Data Application, but also included in the narrative summary





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 LESSON 12: Summarizing Data

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Step 3 (of 6) Activity: Writing Narrative Summaries

Writing Narrative Summaries

Introduction

Creating a well-written report begins with taking good notes and organizing information so that it is easy for others to recognize the most important ideas. This activity will present three multi-part exercises designed to help you practice note-taking, differentiate between samples of good and poor writing and arrange sentences into well-ordered paragraphs.

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 LESSON 12: Summarizing Data

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Step 4 (of 6) Summarizing Numerical Data

Summarizing Numeric Data (cont.)

Responses to "What is the average household size?"

Farmer	Answer
Farmer A	4
Farmer B	4
Farmer C	5
Farmer D	5
Farmer E	5
Farmer F	6
Farmer G	6





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Step 5 (of 6) Review Questions

Question 1 of 3

What is the mean (average) of the following set of numbers?

3, 4, 7, 10

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Step 6 (of 6) Lesson Summary

Lesson Objectives

You should now be able to:

- Summarize qualitative data collected from the focus group discussions and individual farmer interviews
- Summarize numerical data

00:15

Lesson Objectives

By the end of this lesson, you should be able to:

- Summarize qualitative data collected from the focus group discussions and individual farmer interviews
- Summarize numerical data

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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)
LESSON 13: Composing the FCD Report

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Step 1 (of 12) Lesson Objectives

Composing an FCD Report

00:10

Lesson Objectives

By the end of this lesson, you should be able to:

- Present the findings of the Farmer-Centred Diagnosis in a final report
- Recognize evidence of common underlying problems in livestock feed systems
- Identify appropriate livestock feed intervention strategies and adapt them to the local context
- Clearly explain your findings and recommendations and cite supporting data

Key Terminology

- **Preliminary Scoping Exercise** – When a FEAST Facilitator visits a community in advance to gather information and prepare for a Farmer-Centred Diagnosis
- **Findings** – The conclusions drawn from a research study
- **Speculate** – To make an educated guess based on available evidence
- **Intervention** – Action taken to effect change in a situation or process (in this case, action taken to improve livestock feed resources)
- **Synopsis** – A brief summary or general survey of a longer text or subject
- **Tropical Livestock Unit (TLU)** – A unit for measuring the total amount of livestock, with some species counting more per head than others (cattle = 0.7, sheep = 0.1, etc.)
- **Dry Matter (DM)** – The “dry” portion of livestock feed, consisting of all solid plant matter while excluding water and animal material
- **Crude Protein (CP)** – The total nitrogen content of a feed product
- **Metabolisable Energy (ME)** – A unit for measuring the nutritional value of animal feedstuffs, which estimates the amount of energy the animal receives from digesting the feed material

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LESSON 13: Composing the FCD Report

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Step 2 (of 12) Outline of an FCD Report

Presenting Data in FCD Report

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FCD report consists of two main parts:


<p>Summary of Data</p> <ul style="list-style-type: none"> – Narrative summary – Charts and Graphs – Other Numerical Data – Quotes from farmers (about 3-4 quotes are recommended per section, to provide support for findings) – <i>Should be exhaustive in reporting data (do not leave out any sections of guide / questionnaire)</i> 	<p>Findings</p> <ul style="list-style-type: none"> – Interpretation of Data – Speculation as to causes of local problems – Recommended livestock feed interventions
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COURSE: Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)

LESSON 13: Composing the FCD Report

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Step 3 (of 12) Review Questions


[Click here](#) to view the sample report, for reference when answering the review questions.

Question 1 of 2

Refer to the sample report (available via the link above) and arrange the tiles below to reflect the order of the major sections in a standard FCD report.

- Potential Interventions
- Major Feed Sources
- Problems and Opportunities
- Synopsis & Conclusion
- Title and Introduction
- Livestock Management Systems


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Step 4 (of 12) Overview of Farming and Livestock Production

4. Livestock Production Systems

Give overview of livestock production systems including:



- Types of animals raised (% of households raising each type, average herd/flock sizes)
 - Measured in Tropical Livestock Units (TLUs)
- Purpose of raising animals (e.g. draught, income, fattening)



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Step 5 (of 12) Review Questions


[Click here](#) to view the sample report, for reference when answering the review questions.

Question 1 of 3

Refer to the sample report (available via the link above) then select the appropriate word from the drop-down to form a true statement.

- Select - are by far the most important livestock type with - Select -
being the most prevalent. - Select - is the most important crop.

Next



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Step 6 (of 12) Identifying Problems

Poor Feed Quality

- Crude Protein (CP): The nitrogen content of animal feed
- Metabolisable Energy (ME): Amount of energy animal receives from digesting feed



- Evidence of low CP/ME:
 - Large proportion of crop residues in the diet
 - Lack of herbaceous legumes
 - Analysis of dietary composition (%) of total diet of feeds e.g. contribution of 71% DM from grazing and only 42% CP indicates poor quality pastures.
 - The contribution of planted fodder is very small (21%)

06:29

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Step 7 (of 12) Review Questions

[Click here](#) to view the sample report, for reference when answering the review questions.

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Step 8 (of 12) Potential Interventions


7. Potential Interventions

- Identify constraints with greatest impact on feed availability
- For each constraint, assess opportunities for increasing quantity and/or quality of feed
 - Increasing production of feed
 - Making better use of available resources
 - Sourcing feed from outside the farm



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Step 9 (of 12) Review Questions


[Click here](#) to view the sample report, for reference when answering the review questions.

Question 1 of 2

Drag and drop to match each type of solution with the corresponding specific examples.


Making better use of resources	Planting new types of fodder crops
Increasing production of feed	Purchasing commercial ration
Sourcing feed from outside the farm	Constructing silage

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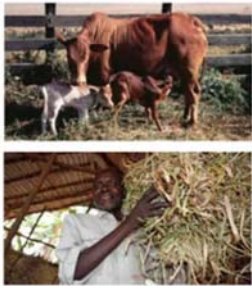
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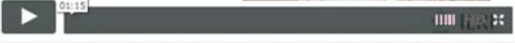
Step 10 (of 12) Completing the Report


7. Synopsis

Provide bulleted lists of:

- Key findings
- Ways forward (interventions)
- Key metrics (for gauging improvement, if applicable)







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Step 11 (of 12) Review Questions

Question 1 of 1 ▾

Which of the following should be included in your concluding paragraph?
(select all that apply)

- ☐ Major problems
- ☐ A complete list of all livestock species in the area
- ☐ The names of all your team members
- ☐ Your recommendations
- ☐ Key features of the agriculture and livestock system

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Step 12 (of 12) Lesson Summary

Lesson Objectives Review

You should now be able to:

- Explain the key steps that FEAST Facilitators take to prepare for a Farmer-Centred Diagnosis
- Explain the benefits of planning
- Select groups of farmers to participate in focus group discussions who are representative of the entire community
- Select an appropriate meeting point for the focus group discussion

00:31

Lesson Objectives

You should now be able to:

- Present the findings of the Farmer-Centred Diagnosis in a final report
- Recognize evidence of common underlying problems in livestock feed systems
- Identify appropriate livestock feed intervention strategies and adapt them to the local context
- Clearly explain your findings and recommendations and cite supporting data

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Step 1 (of 10) Lesson Objectives

Implementing Livestock Feed Interventions

00:24

HD

Lesson Objectives

By the end of this lesson, you should be able to:

- Evaluate and prioritize suggested interventions
- Create a roadmap for implementation
- Secure buy-in from farmers and other local stakeholders
- Follow up to determine effectiveness of interventions

Key Terminology

- Implement** – To put into effect
- Actionable** – Able to be acted on in a direct, practical manner (e.g., “do the laundry” versus “think about doing laundry”)
- Feasible** – Something that can be realistically accomplished
- Milestone** – A significant step in a process, scheduled to be accomplished by a specific date
- Roadmap** – An outline of a process, including all major milestones
- Buy-in** – When participants / stakeholders in a process endorse a proposal, then make a sincere effort to put it into effect
- Metrics** – Objective standards for measuring the effectiveness of an initiative

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Step 2 (of 10) Prioritizing Interventions

Prioritizing Interventions


Interventions only matter if they have a significant impact and can be realistically achieved.

- Which suggested interventions will have the greatest positive effect?
- Which suggested interventions can be implemented with least difficulty?

- Focus on interventions that offer the “best bet” for improving livestock feed resources (low risk, high reward)**
- Avoid situations where failure would leave the community worse off than before!**

00:32

HD



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Step 3 (of 10) Review Questions

Question 1 of 2

Drag and drop to match the intervention to the main constraint that might prevent its success.

Repair the irrigation system before the dry season	Knowledge
Buy large quantities of concentrates	Time
Grow fodder crops on public land	Permission
Have farmers plant new types of crops	Money

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Step 4 (of 10) Evaluating Risks and Benefits

Evaluating Interventions

Rate the feasibility and potential positive impact of interventions on a scale of 0 to 5, where 0 = low impact / difficult to implement and 5 = high impact / easy to implement.


Intervention	Impact	Feasibility
Introduce improved livestock breeds	5	2
Repair damaged irrigation system	4	4
Encourage planting of legumes	3	4
Distribute pamphlets about common livestock diseases	1	5
Send livestock across lake to graze	2	1

01:25 HD



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Step 5 (of 10) Review Questions

Info Slide ▾


Question Background: Feasibility and potential impact of interventions.



In the village of Pangaea, some local farmers began making money growing a unique local variety of grain for export. These farmers were able to hire many labourers and prices for milk, meat and eggs began to rise as the newly successful farmers started eating better. Local livestock keepers made money, bought more animals and fed them well with large percentage of commercially produced concentrates.


Farmers in neighbouring villages saw their success and also started growing the same type of grain. Soon there was too much grain being produced and the market collapsed. The price of milk, meat and eggs dropped and soon local livestock keepers found they had large herds but no income to buy as much feed as they used to.

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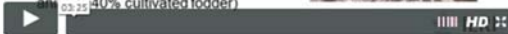
Step 6 (of 10) Creating a Roadmap


Creating a Roadmap (cont.)

Defining the Goal & Success Criteria

- Goals should align with your recommended interventions
- Phrase in terms of how achieving goal will improve livestock feed resources
- Define specific criteria for assessing whether or not goal has been met
 - Measurable criteria with specific targets are ideal (e.g., Have 70% of farmers feed their 40% cultivated fodder)







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Step 7 (of 10) Review Questions

Info Slide ▾


Question Background: Planning / creating a roadmap.

After a farmer-centred diagnosis, the farmers in a village decided to build sheltered feeding stalls for animals to use during the monsoon season, when rains make grazing impractical. However, by the time the decision was made, monsoon season was only three weeks away and the last week of the month was a festival, when no work was likely to get done. Because the farmers were busy with the harvest, they decided to hire labourers to do the work.

The farmers raised 8,000 ducats (the local currency) for the project. The first group of labourers they spoke to wanted 10,000 to do it in four weeks. The second group of labourers wanted 12,000 to do it in three weeks. Finally, they found labourers who would accept 8,000 to do it in two weeks.



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Step 8 (of 10) Securing Buy-In

Securing Buy-In (cont.)



- If farmers / stakeholders express doubts or reluctance:
 - Acknowledge their concerns
 - Refer back to focus groups, point out that interventions are intended to address issues raised by farmers themselves
 - Explain how you arrived at recommendations
 - Point out benefits to farmers
- Be open to feedback, reasonable compromise

01:40 HD



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Step 9 (of 10) Scenario: Securing Buy-In

Scenario: Securing buy-in

During focus groups and interviews, farmers complained that their animals were not gaining weight and were often sick. Based on the data, it appeared that the animals were getting most of their nutrition from grazing, and that local pasture was fairly low quality. As part of your FCD report, you recommend that local farmers try planting a new kind of fodder crop known as "Nutri-Grass". However, one prominent local farmer is sceptical about this plan. On the following slides, try to choose the best response to each of her objections.



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Step 10 (of 10) Lesson Summary

Lesson Objectives

You should now be able to:

- Evaluate and prioritize suggested interventions
- Create a roadmap for implementation
- Secure buy-in from farmers and other local stakeholders
- Follow up to determine effectiveness of interventions



Lesson Objectives

By the end of this lesson, you should be able to:

- Evaluate and prioritize suggested interventions
- Create a roadmap for implementation
- Secure buy-in from farmers and other local stakeholders
- Follow up to determine effectiveness of interventions

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Step 1 (of 11) Course Summary

Course Wrap-Up and Assessment

Course Objectives

- Help smallholder farmers in your assigned community improve their access to quality livestock feed
- Facilitate group discussions and conduct one-on-one interviews with farmers to collect data about local agriculture and livestock production
- Analyze data using the forms and utilities in the Feed Assessment Tool
- Identify problems related to livestock feed and potential solutions
- Produce a report detailing your findings and recommended interventions
- Create an implementation plan
- Present plan to farmers and follow up to confirm that improvements are sustained over long term

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Step 2 (of 11) Post-Assessment - Intro

The steps that follow present a series of post-assessment quizzes on the key subjects covered in this course. Each section has a 10 minute time limit. Answer the questions to the best of your ability, but if you simply do not know an answer it is OK to skip over the question and continue. The results will be compared to the pre-assessment quizzes and used to measure your overall improvement in each area.



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Step 3 (of 11) Post-Assessment - Agriculture


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Post-Assessment Test

Agriculture

Click the "Start Assessment" button to proceed

Start Assessment



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Step 4 (of 11) Post-Assessment - Livestock Feed

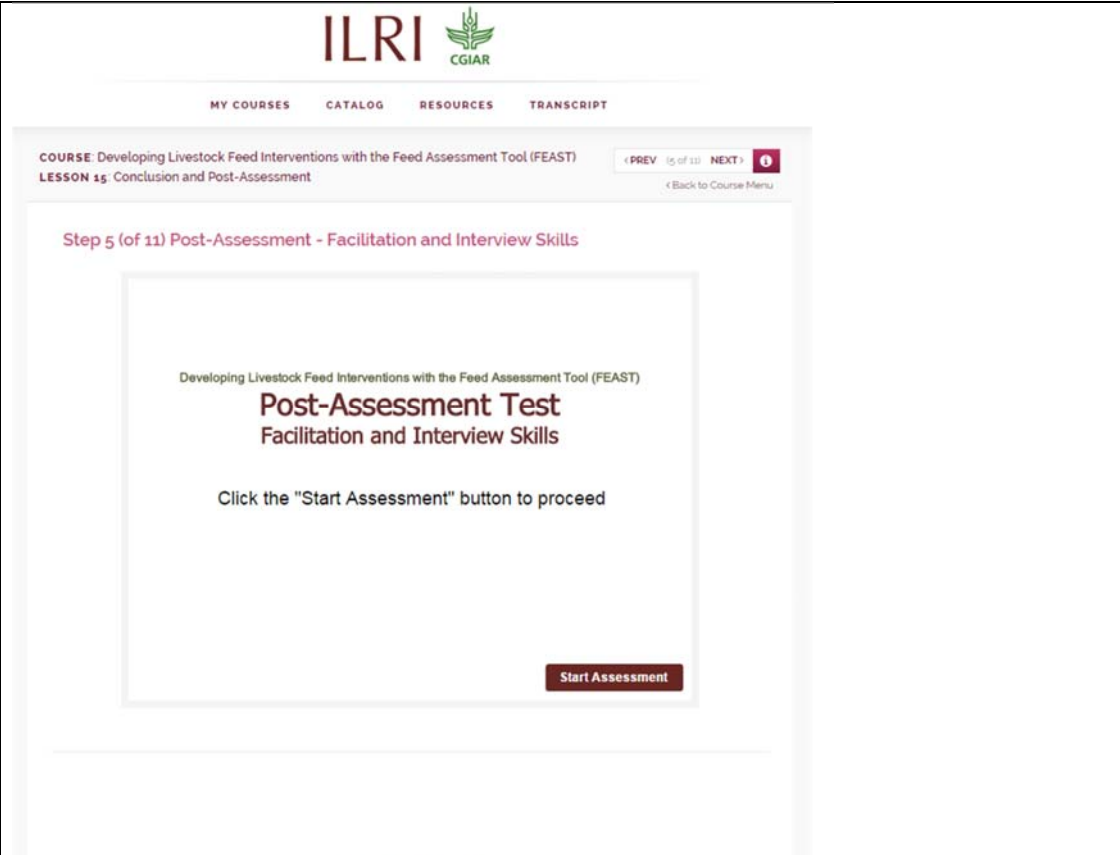
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Post-Assessment Test

Livestock Feed

Click the "Start Assessment" button to proceed

Start Assessment



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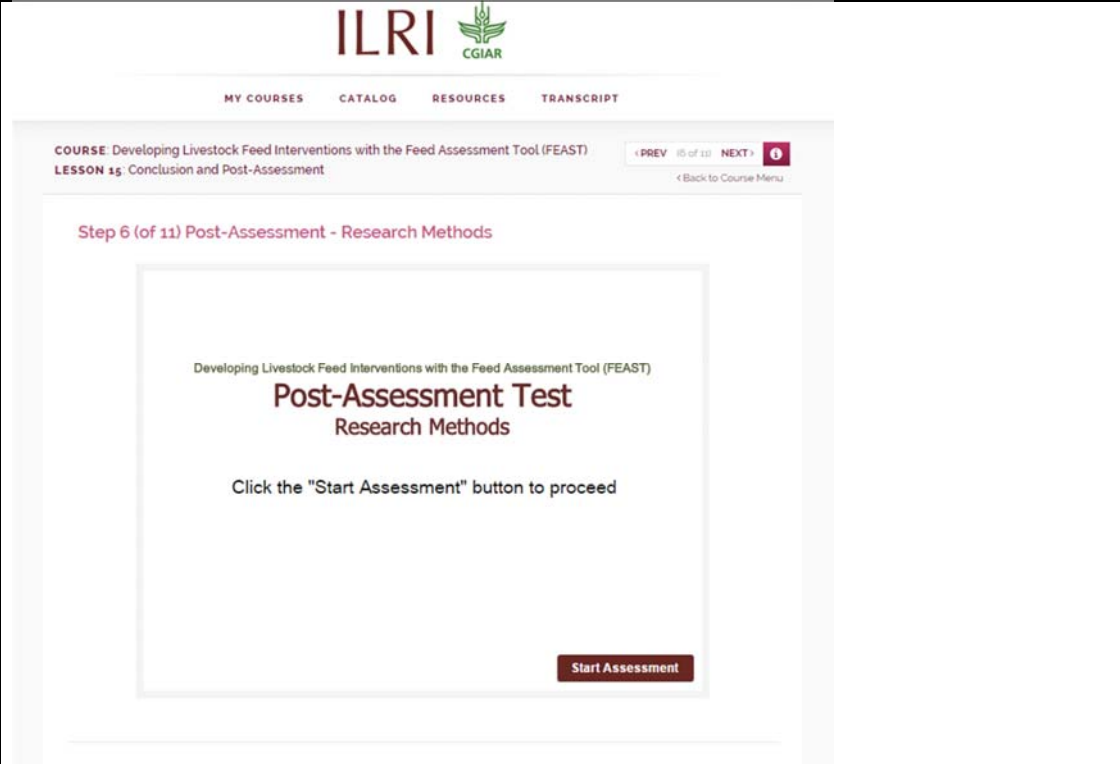
Step 5 (of 11) Post-Assessment - Facilitation and Interview Skills

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Post-Assessment Test Facilitation and Interview Skills

Click the "Start Assessment" button to proceed

Start Assessment



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Step 6 (of 11) Post-Assessment - Research Methods

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Post-Assessment Test Research Methods

Click the "Start Assessment" button to proceed

Start Assessment



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Step 7 (of 11) Post-Assessment - Data Analysis


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Post-Assessment Test

Data Analysis

Click the "Start Assessment" button to proceed

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Step 8 (of 11) Post-Assessment - Report Writing


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Post-Assessment Test

Report Writing

Click the "Start Assessment" button to proceed

Start Assessment



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Step 9 (of 11) Post-Assessment - Implementing Livestock Feed Interventions


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Post-Assessment Test

Implementing Feed Interventions

Click the "Start Assessment" button to proceed

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Step 10 (of 11) Conclusion

Conclusion



00:11 HD

The screenshot displays the ILRI course interface. At the top, the ILRI and CGIAR logos are visible. Below them is a navigation bar with links: MY COURSES, CATALOG, RESOURCES, and TRANSCRIPT. The main content area shows the course title "Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)" and the lesson title "LESSON 15: Conclusion and Post-Assessment". A progress indicator shows "15 of 10" and an "EXIT" button. A "Back to Course Menu" link is also present. The central part of the screen features a "Step 11 (of 11) Post-Class Survey" section. It includes a thank-you message and a request for feedback. Below this, a large box contains the text "Developing Livestock Feed Interventions with the Feed Assessment Tool (FEAST)" and "Participant Post-Survey". A prompt asks the user to "Click the 'Start Survey' button to proceed". A "Start Survey" button is located at the bottom right of the central box.

Annex 2 – Understanding, Facilitating & Monitoring Agricultural Innovation Platforms

Course Overview

Blended Learning Program on Innovation Platforms

Why this program is being made available

Across the CGIAR and beyond, there is a recognition that the solution to many agricultural problems lies not in simple technology transfer but in the collective intelligence and effort of multiple stakeholders including, among others, farmers, traders, researchers, financial organizations, and policy makers. Various names have been given to these partnerships and the approach of working together to find innovative solutions. Examples include learning alliances, multi-stakeholder and self-help groups, social learning and social differentiation approaches, and innovation platforms. Significant learning has occurred about what leads such partnerships to generate innovative, cost-effective and sustainable transformations. This learning can be found in formats ranging from academic articles, to videos, to learning materials used in a rich variety of face-to-face training programs.

The purpose of this course is to harvest this learning into a cost-effective and time-efficient training program that can be used by organizations interested in using the partnership approach to confront complex agricultural problems.

Who this course is for

In this course, we use the label ‘Innovation Platform’ for the partnership approach described above. However, the course is equally directed to those engaged in, or intending to engage in, multi-stakeholder processes, self-help groups, social learning approaches and learning alliances. There is significant common ground between these approaches and it is this common ground that this course addresses.

The target audience for this course are often busy people with multiple demands on their time. They may face constraints of time, distance and cost that make lengthy face-to-face training workshops an unattractive option. They can be expected to come to the course with a common interest in learning how to set up, facilitate and sustain innovation platforms. However, their backgrounds will be dissimilar. Some will have had a high level of exposure to participatory practices, some will already be involved in innovation platforms and be currently confronted with issues of power dynamics or the need to learn from sound monitoring and evaluation practices, and some will be facing a completely new and daunting challenge.

The course design recognizes this range of needs by:

- Providing content knowledge in a self-paced online modality which allows learners to learn at their own pace – to dive deeply into lesson content if desired, or to skip

familiar sections. A content mastery test provided at the beginning and end of each module will allow learners to self-assess their prior knowledge so that a judgment call can be made on whether the module can be skipped in favor of spending more time on more advanced modules.

- Making this content available both through ILRI's online learning management system (LMS) and on ILRI's purpose-built offline LMS for learning environments where bandwidth access is unreliable or intermittent.
- Including activities to be conducted in face-to-face mode to provide an opportunity for learners to discuss their experiences and challenges in the light of the content knowledge covered in the online course component and their own diverse and complementary backgrounds. This modularized design for face-to-face training/workshops will enable course organizers to choose between conducting longer standalone workshops, piggy-backing onto other events, or conducting smaller, more frequent workshops where resources are available.

How the course addresses the needs of learners

The course design draws on the instructional design services of ILRI's Capacity Development Unit and the knowledge and experience of subject matter experts (SMEs) from ILRI, IITA, ICRAF and Wageningen University to sequence content and learning experiences so that learners can rapidly acquire and retain the skills and knowledge needed to effectively facilitate innovation platforms.

The course design is based on a constructivist approach which recognises that learning occurs as the result of interacting with the content and with other learners.¹ The self-paced online learning modules will include frequent quiz questions to provide feedback to the learner on their progress and a rich variety of interactive learning assignments.

Related workshop modules are based on highly interactive group exercises that challenge learners to apply the skills and knowledge gained through the online program. Many of the exercises are based on case studies of existing innovation platforms recently compiled by ILRI's Capacity Development Unit.²

A course pre- and post-test with subsequent analysis of effect size and significance tests will provide feedback on course effectiveness. Individual learner statistics such as time spent on task, results on inline quizzes, and participation in group exercises such as chats and discussion forums will be generated through the ILRI LMS.

What does the course cover

Upon completion of the course participants will be able to:

- Define what is meant by a complex agricultural problem
- Identify prerequisites to finding innovative solutions

¹ <http://www.learning-theories.com/constructivism.html>

² https://www.dropbox.com/sh/g7in0a4hmstkcto/AAAKc-k_I97NqTI2HlanQFxTa?dl=0

- Identify the basic differences between agricultural innovation systems and technology transfer approaches
- Recognise situations in which TT approaches are appropriate and those where an AIS approach is needed
- Choose participatory methods appropriate for stages of the IP life cycle
- Distinguish between RRA and PRA
- Describe an Innovation Platform and similar participatory partnership arrangements
- Decide on the optimal composition of an Innovation Platform based on a stakeholder analysis
- Describe the process of setting up an Innovation Platform
- Use a visioning tool to establish a common goal for an IP
- Decide the appropriate course of action to be followed by an Innovation Broker confronted with common IP scenarios.
- Plan a IP meeting to analyse problems and identify opportunities for innovation using a participatory tool of own choice
- Assess the impact of own personal style in facilitation, communication, leadership and dealing with conflicts
- Use appropriate participatory methods to respond to common IP scenarios.
- Plan the use of monitoring tools including MSC stories to develop a learning history of an IP.
- Demonstrate the use of a range of communications tools.
- Suggest strategies for sustainability of an IP faced with different scenarios.
- Plan organisational structures and rules of engagement for an IP
- Design an M&E framework for an IP.

The table below provides more detail on the course content.

Capacity Development in the Humidtropics CRP: 2015 Activity Report

No.	Module	Schedule
1	<p>Complex Agricultural Problems and the Need for an Innovative Approach to their Solution.</p> <p>Agricultural problems are frequently multi-dimensional and their resolution lies in action taken at different levels (local, national and even international) and with the inputs of a diverse range of actors. Complex agricultural problems require innovative solutions. In many cases changing contexts require that these innovative solutions constantly evolve requiring planning cycles supported by regular monitoring and reflection to generate short feedback loops. This module looks at what defines a complex agricultural problem and considers the circumstances under which innovative solutions emerge.</p>	<i>Addressed in Mekong workshop 2014</i>
2	<p>From Technology Transfer (TT) to Agricultural Innovation Systems (AIS).</p> <p>This module builds on module one to introduce Agricultural Innovation Systems and explain how they differ from previous approaches to resolving agricultural problems. Case studies and evaluations of the approach are used to critically review the advantages and limitations of the approach.</p> <p>The evolution of approaches to the resolution of agricultural problems from TT to AIS parallels the evolution of development interventions in general from a top-down approach to a participatory one. The Rapid Rural Appraisal (RRA) approach of the 70s and 80s where farmers were seen as a source of information has gradually moved to the current participatory Rural Appraisal (PRA) approach which emphasizes empowerment, partnership and sustainable action. As participatory approaches are key to the success of IP facilitation, this module presents a framework for participatory learning and action and provides an overview of relevant participatory tools.</p>	<i>Addressed in Mekong workshop 2014</i>
3	<p>Innovation Platforms – an Overview</p> <p>This module examines the nature and function of an Innovation Platform and how closely the concepts of multi-stakeholder processes, learning alliances, self-help groups, social learning and innovation platforms are related.</p>	<i>Addressed in Mekong workshop 2014</i>
4	<p>Composition and Initiation of the Platform</p> <p>Setting up an effective Innovation Platform is a demanding task. It is important to select the right people for the task – people at a sufficient level of seniority to be able to make or influence decisions but not so senior that they are unable to make the time to participate fully. There are questions of equity and power dynamics to be</p>	<i>Addressed in Mekong workshop 2014</i>

Capacity Development in the Humidtropics CRP: 2015 Activity Report

	<p>considered. This module introduces the process of stakeholder analysis – an essential tool for selecting the right mix when setting up new systems.</p> <p>We also discuss the option of building a platform on the foundation of an existing informal group and examine case studies of groups who have taken this option.</p> <p>In both cases it is important to establish a common vision and we discuss how visioning tools can assist with this.</p>	
5	<p>Coordination and Facilitation of the Platform</p> <p>Facilitators of Innovation Platforms, sometimes referred to as Innovation Brokers, perform the essential role of easing interaction between actors in the IP. They may be called up on to mediate between bodies or organizations who are already collaborating or identify potential collaborators. They may have to find funding and support for innovations or advocate for policy change to scaffold innovation. They have a role in capacity building, learning and providing thematic expertise.</p> <p>Brokering is a very dynamic role, demanding a variety of skills and knowledge - from communication and conflict management skills to content knowledge about the issues at stake.</p> <p>This module looks at the role of the Innovation Broker and the skills that a person taking on this role should acquire.</p>	<p><i>Addressed in Mekong workshop 2014</i></p>
6	<p>Tools for Analysis and Planning – Group 1</p> <p>This module and the one that follows provide an introduction to a number of tools in use in Innovation Platforms to scaffold the initial participatory analysis of the problem(s) and to help stakeholders identify opportunities for innovation.</p> <ol style="list-style-type: none"> 1. RAAIS (Rapid Appraisal of Agricultural Innovation Systems). In a RAAIS session, representative stakeholder groups are taken through a process of identifying challenges to innovation, categorizing those challenges, identifying the level at which interventions need to be made to address them, identifying the type of research needed to address them, and, ultimately, coming up with an agreed Action Plan for Innovation. 2. EXTRAPOLATE (Ex-Ante Tool for Ranking Policy Alternatives). This tool uses a computer-based decision support system to conduct an ex-ante analysis of the likely impact of alternative policy interventions on the livelihoods of stakeholders including the poor and marginalized to help platform members decide which policy interventions to prioritize. 	<p><i>Addressed in Mekong workshop 2014</i></p>

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	<p>3. Collective Systems Analysis. This approach uses an innovation system matrix to identify barriers to innovation both in terms of system components and the actors or organizations which control that component of the system. Participants reflect on the root cause of the barrier and identify opportunities that could facilitate a transition to a new system. An important feature of this approach is the generation of guiding questions related to recognized barriers that can be addressed at regular intervals to remind participants of the ultimate goals of the platform and to help them reflect on whether their activities remain relevant to the achievement of those goals.</p>	
7	<p>Tools for Analysis and Planning – Group 2</p> <p>4. CIAT tools and methodologies to make market linkages work. CIAT ‘s Decision and Policy Analysis Research Area (DAPA) has developed a series of participatory tools and good practice guides to foster the entry of smallholders to markets. Various tools support the development of partnerships; the evaluation of market trends and identification of market opportunities; supporting smallholders to develop business plans; the development of business support services; the assessment of project performance; the introduction of mechanisms for scaling up; and advocacy for improved marketing and trade policies.</p> <p>5. Site Selection Guidance for Humidtropics. These guidelines are based on empirical evidence that the interaction of the three socio-economic and biophysical layers —population density, agricultural potential and market access — provide good explanatory power in predicting the type of agricultural problems or opportunities that will exist.</p> <p>6. COMPASS (Co-innovation and Modeling Platform for Agro-eco System Simulation). This is a series of modeling tools which can be used to support experiential learning and decision making in participatory settings.</p>	<p><i>Addressed in Mekong workshop 2014</i></p>
8	<p>Power and Conflict in the Platform</p> <p>Innovation Platforms provide an opportunity for the voices of all stakeholders in an innovation system to be heard. However, power relations between people and organizations in the platform can bias the discussions and decisions made because some voices are heard, while others are not. They can muddle conversations, impair relationships and destroy trust between members. This module looks at Stakeholder Analysis as a tool to help platform facilitators understand the agendas of different actors and to identify who amongst the members of an IP might create barriers and who might act as mediators. It looks at approaches such as participatory video, role play, and participatory rural appraisal which can be used to give marginalized members a voice. Finally, the module explores options for training in negotiation skills for subgroups adversely affected by power dynamics.</p>	<p>Aug 31- Sept 04</p>

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	Despite all this, conflict may result. The module provides an overview of conflict management skills and links to training opportunities for facilitators.	
9	<p>Communication</p> <p>Communication is the life blood of any innovation platform whether that means communication between the members of the platform, publishing in print or online to get the message out to supporters and potential platform members, recording the story of the platform as it evolves for monitoring, evaluation and learning purposes, or communicating for advocacy. Good communication requires a mix of interpersonal and technical skills.</p> <p>In this module, we look at the communication skills required to develop a “Learning History” of the organization including documenting platform activity, recording MSC stories and documenting insights and lessons learnt.</p> <p>We look at communicating for advocacy by sharing stories and updates on the Internet through blogs / participatory video / photos –films and by writing issue papers.</p>	Sept 07 - 11
10	<p>Resources, Incentives and Timeframe</p> <p>Although many platforms are initially set up with budgets for sitting fees and other payments to individuals, experience has shown that this strategy seldom works. Even when individuals are motivated to attend meetings, there may not be buy in from their organisation. This module looks at alternative incentives for ongoing active involvement and addresses the need to keep the correct balance between meetings, actions and reflection; to appeal to the private sector citing clear business opportunities and long-term benefits; and the importance of initial successes.</p> <p>Even where sitting fees are not paid, innovation platforms are intensive in terms of the financial and human resources required to keep them going. Meanwhile, public funding for IPs seldom lasts long enough. In this module we look at strategies for sustainability including scaling out and institutionalisation. We also look at strategies for retaining donor support as long as possible through pro-active M&E and communications strategies.</p> <p>Finally, all platforms need to have clear rules for engagement. There may be an advantage in formalising these arrangements by having a board or a committee which is accountable towards platform members and/or donors. However, this should not be done at the expense of the flexibility to bring on board different actors at different times, to build bridges with organisations, networks and initiatives at different levels, and to change plans of action to be responsive to a change in context or where initial action plans do not work as expected. Donor support</p>	Sept 14 - 18

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	for an open project planning approach is desirable. This module looks at how some platforms have evolved into more formal structures without losing flexibility.	
11	<p>Implications of Complex Agricultural Problems for M&E – Introduction to Reflexive Monitoring</p> <p>Agricultural problems are often complex involving a diversity of stakeholders and embedded in systems (regulations, infrastructure, cultural norms) which may not be stable. This module explores the implications of this complexity and instability for monitoring and evaluation and emphasizes the need for reflection and reflexivity in the IP planning -> implementation -> evaluation -> redesign management cycle. The learner is introduced to the reflexive monitoring approach which strives to keep a balance between process and output indicators; between monitoring for learning and monitoring of tangible outputs.</p>	Sept 21- 25
12	<p>Theory of Change and Impact Pathways</p> <p>This module looks at how to involve stakeholders in generating a Theory of Change / Impact Pathway to explicitly state how the action plans agreed to above are expected to help realize the Platform goals. Members of an Innovation Platform should regularly revisit their Theory of Change to reflect on whether their original expectations about impact pathways were realistic and whether there have been changes in context which might require them to revise their plans.</p>	Sept 28 – Oct 02
13	<p>Tools for reflexive monitoring and evaluation.</p> <p>This module builds on earlier modules which looked at M&E tools for learning and reflection including MSC, Timelines and Learning Histories and tools for documenting and communicating these. It extends this discussion and draws on the concepts of Theory of Change and Impact Pathways introduced in Module 7 to discuss theory-based evaluations in general. The emphasis is on the use participatory evaluation approaches involving stakeholders and donors to both achieve and demonstrate impact.</p>	Oct 05 – Oct 09

Workshop Report



Workshop participants in Ha Noi, Vietnam (9-11 Nov, 2015)

Humidtropics blended learning course for facilitators of innovation platforms

Online (September 14 till November 06), and in Hanoi, Vietnam 9-11 November 2015

Report prepared by: Deborah Wyburn, Murat Sartas, Iddo Dror, Marc Schut and Lisa Hiwasaki



Humidtropics, a CGIAR Research Program led by IITA, is a formal knowledge-based network of the following research organizations: AVRDC, Bioversity, CIAT, CIP, FARA, icipe, ICRAF, ILRI, IITA, IWMI and WUR.
humidtropics.cgiar.org

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Executive Summary

This blended learning program for facilitators of innovation platforms was developed working with SMEs from ILRI, IITA, ICRAF and Wageningen University and drawing on materials from FARA and CIAT to sequence content and learning experiences so that learners can rapidly acquire and retain the skills and knowledge they need to fill this demanding role. The course design follows a traditional approach to blended learning whereby introductory content knowledge is covered in online modules providing trainers in the subsequent workshop with the opportunity to guide participants towards the application of this knowledge in their individual professional contexts.

This report presents the findings of the pilot of a part of what will eventually be a complete learning experience and an important Humidtropics legacy product. The online course materials are accessible through the ILRI learning portal at <http://learning.ilri.org>) while the workshop design is included directly in this report. Both will be revised in 2016 based on feedback obtained through focus group discussions and participant evaluations conducted with the pilot group.

The design of the online modules is based on a constructivist approach which recognises that learning occurs as the result of interacting with the content and with other learners.³ The self-paced online learning modules include frequent quiz questions to provide feedback to the learner on their progress and a rich variety of interactive learning assignments. However, it became apparent during this pilot, that learners were not being adequately supported in their work environments to be able to take advantage of the learning potential of these assignments. Most of the participants felt that they couldn't spare work time to follow the course and tried to do it during weekends and evenings where it conflicted with family commitments. This also meant that they were studying alone – a new experience for almost all of them and not one calculated to get the most out of a course. Finally, as the offline player version⁴ of the course was not available to participants of the pilot, attempts to study at home and even while in the field, meant that they were faced with the additional challenge of inadequate bandwidth. Unsurprisingly, there were a number of “dropouts” from the course with the result that there were only eight participants in the final workshop (from an initial enrolment of 14). It is strongly recommended that measures be taken to build awareness amongst supervisors of CG staff following work-related online courses that online course participants need to be able to immerse themselves in the training in the same way as they would in more traditional workshop training events.

Workshop modules are based on highly interactive group exercises that challenge learners to apply the skills and knowledge gained through the online program. The workshop sessions provide an opportunity for learners to discuss their experiences and challenges in the light of

³ <http://www.learning-theories.com/constructivism.html>

⁴ <https://cgspace.cgiar.org/handle/10568/65951>

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the content knowledge covered in the online course component and their own diverse and complementary backgrounds. Some of the workshop exercises are based on case studies of existing innovation platforms recently compiled by Humidtropics authors in the book, *"Innovation Platforms for Agricultural Development: Evaluating the mature innovation platforms landscape"*.

Participants found the workshop activities very useful for consolidating and making sense of the theory. Because all participants had successfully completed most of the online modules, facilitators were able to assume background knowledge and present a highly interactive, learner-centric program. Participants said that they appreciated the approach taken by facilitators of interspersing brief information sessions between participant presentations, group discussions, and simulations, as it gave them an opportunity to discuss and work together on the application of concepts to their own professional contexts. This opportunity was what they had been missing studying the online modules alone.

Although the online modules had introduced various software tools of use to IP facilitators, participants expressed a strong preference for learning about tools in face-to-face sessions. The use of XMind mind mapping software to walk participants through the process of formulating a logic model for the theory of change behind their individual platforms was particularly well received.

Participants also found the simulations or role plays included in the program to be a valuable learning experience. This was because the activity provided them with an opportunity to apply their skills and to do so in a safe and supportive environment. They particularly appreciated opportunities provided by facilitators to give and receive feedback from their peers - both on role play and on exercises where they were required to produce communications and sustainability strategies for their platforms.

Based on the wealth of participant feedback provided during the 3-day workshop and subsequently by email, the online modules and workshop session guides will be revised during 2016. All online materials will be made available through ILRI's online and offline LMS with workshop session guides being included in same as course resources. It will also be possible to link to all materials through CGSpace. The modularized design of the online course and training workshops will enable course organizers to choose between conducting longer standalone workshops, piggy-backing onto other events, or conducting smaller, more frequent workshops where resources are available.

Why a Blended Learning Approach

The Humidtropics, as is the case with all CGIAR CRPs, is tasked with scaling out new processes, technologies and knowledge that result from its research. Innovation Platforms have been a key area of research under the Humidtropics platform and this blended learning program is an initiative to share new knowledge gained in this area.

Why a blended learning approach? Facilitation of an innovation platform is as much an art as it is a science. A facilitator needs to have multiple skills and needs to be aware of best practice in a wide range of areas. While it is important for any training course directed at supporting IP facilitators to cover what is known about best practice, it is equally important to provide them with opportunities to build skills and apply best practice in their own professional context. This is precisely what a blended learning approach is designed to achieve as the following quote aptly conveys.

Traditional blended learning supports the idea that classroom training can be augmented with online training in ways that shorten classroom time (efficiency) by moving basic content online. Freed from the introductory material, the classroom instructor can concentrate on more advanced content and spend more time in class enabling learners to practice, experiment, and work in teams. This changes the classroom dynamic from a passive lecture mode to one of high engagement and activity. The instructor transitions from the “sage on the stage” to the “guide on the side” (Stolovitch & Keeps 2011, online).

The current course was developed working with SMEs from ILRI, IITA, ICRAF and Wageningen University and drawing on materials from FARA and CIAT to sequence content and learning experiences so that learners can rapidly acquire and retain the necessary skills and knowledge.

The course design is based on a constructivist approach which recognises that learning occurs as the result of interacting with the content and with other learners.⁵ The self-paced online learning modules include frequent quiz questions to provide feedback to the learner on their progress and a rich variety of interactive learning assignments.

Related workshop modules are based on highly interactive group exercises that challenge learners to apply the skills and knowledge gained through the online program. The workshop sessions provide an opportunity for learners to discuss their experiences and challenges in the light of the content knowledge covered in the online course component and their own diverse and complementary backgrounds. Some of the exercises are based on case studies of existing innovation platforms recently compiled by the CapDev unit. The modularized design of the online course and training workshops will enable course organizers to choose between conducting longer standalone workshops, piggy-backing onto other events, or conducting

⁵ <http://www.learning-theories.com/constructivism.html>

smaller, more frequent workshops where resources are available. All online materials will be made available through ILRI's online and offline LMS.

Course structure:

The online component of the course comprises thirteen modules in total and these are summarized in the table below. These modules cover knowledge of importance to a facilitator of an innovation platform and provide online and offline exercises that help the learner interact with the theory. The workshop component of the course is intended to take that knowledge and help course participants apply it in their own professional contexts. Hence the workshop focuses on tasks such as drawing up a communications or sustainability plan for one's own platform or practicing the use of software that can be used for generating an M&E plan for a platform.

Participants of this pilot program were mainly drawn from a group of people who participated in the face-to-face workshop held in the Mekong in 2014. Hence, they were given advanced standing and only worked through six of the thirteen online modules. The workshop component was then adjusted to focus on application of skills covered in the online modules.

Overview of online modules (1-13)

No.	Module
1	<p>Complex Agricultural Problems and the Need for an Innovative Approach to their Solution.</p> <p>Agricultural problems are frequently multi-dimensional and their resolution lies in action taken at different levels (local, national and even international) and with the inputs of a diverse range of actors. Complex agricultural problems require innovative solutions. In many cases changing contexts require that these innovative solutions constantly evolve requiring planning cycles supported by regular monitoring and reflection to generate short feedback loops. This module looks at what defines a complex agricultural problem and considers the circumstances under which innovative solutions emerge.</p>
2	<p>From Technology Transfer (TT) to Agricultural Innovation Systems (AIS).</p> <p>This module builds on module one to introduce Agricultural Innovation Systems and explain how they differ from previous approaches to resolving agricultural problems. Case studies and evaluations of the approach are used to critically review the advantages and limitations of the approach.</p> <p>The evolution of approaches to the resolution of agricultural problems from TT to AIS parallels the evolution of development interventions in general from a top-down approach to a participatory one. The Rapid Rural Appraisal (RRA) approach of the 70s and 80s where farmers were seen as a source of information has gradually moved to the current participatory Rural Appraisal (PRA) approach which</p>

	emphasizes empowerment, partnership and sustainable action. As participatory approaches are key to the success of IP facilitation, this module presents a framework for participatory learning and action and provides an overview of relevant participatory tools.
3	<p>Innovation Platforms – an Overview</p> <p>This module examines the nature and function of an Innovation Platform and how closely the concepts of multi-stakeholder processes, learning alliances, self-help groups, social learning and innovation platforms are related.</p>
4	<p>Composition and Initiation of the Platform</p> <p>Setting up an effective Innovation Platform is a demanding task. It is important to select the right people for the task – people at a sufficient level of seniority to be able to make or influence decisions but not so senior that they are unable to make the time to participate fully. There are questions of equity and power dynamics to be considered. This module introduces the process of stakeholder analysis – an essential tool for selecting the right mix when setting up new systems.</p> <p>We also discuss the option of building a platform on the foundation of an existing informal group and examine case studies of groups who have taken this option.</p> <p>In both cases it is important to establish a common vision and we discuss how visioning tools can assist with this.</p>
5	<p>Coordination and Facilitation of the Platform</p> <p>Facilitators of Innovation Platforms, sometimes referred to as Innovation Brokers, perform the essential role of easing interaction between actors in the IP. They may be called up on to mediate between bodies or organizations who are already collaborating or identify potential collaborators. They may have to find funding and support for innovations or advocate for policy change to scaffold innovation. They have a role in capacity building, learning and providing thematic expertise.</p> <p>Brokering is a very dynamic role, demanding a variety of skills and knowledge - from communication and conflict management skills to content knowledge about the issues at stake.</p> <p>This module looks at the role of the Innovation Broker and the skills that a person taking on this role should acquire.</p>
6	<p>Tools for Analysis and Planning – RAAIS</p> <p>RAAIS is one of a number of tools in use in Innovation Platforms to scaffold the initial participatory analysis of the problem(s) and to help stakeholders identify opportunities for innovation.</p> <p>RAAIS (Rapid Appraisal of Agricultural Innovation Systems). In a RAAIS session, representative stakeholder groups are taken through a process of identifying challenges to innovation, categorizing those challenges, identifying the level at which interventions need to be made to address them, identifying the type of</p>

	research needed to address them, and, ultimately, coming up with an agreed Action Plan for Innovation.
7	<p>Tools for Analysis and Planning – EXTRAPOLATE</p> <p>EXTRAPOLATE is the second example that we look at of tools in use in Innovation Platforms to scaffold the initial participatory analysis of the problem(s) and to help stakeholders identify opportunities for innovation</p> <p>EXTRAPOLATE (Ex-Ante Tool for Ranking Policy Alternatives). This tool uses a computer-based decision support system to conduct an ex-ante analysis of the likely impact of alternative policy interventions on the livelihoods of stakeholders including the poor and marginalized to help platform members decide which policy interventions to prioritize.</p>
8	<p>Power and Conflict in the Platform</p> <p>Innovation Platforms provide an opportunity for the voices of all stakeholders in an innovation system to be heard. However, power relations between people and organizations in the platform can bias the discussions and decisions made because some voices are heard, while others are not. They can muddle conversations, impair relationships and destroy trust between members. This module looks at Stakeholder Analysis as a tool to help platform facilitators understand the agendas of different actors and to identify who amongst the members of an IP might create barriers and who might act as mediators. It looks at approaches such as participatory video, role play, and participatory rural appraisal which can be used to give marginalized members a voice. Finally, the module explores options for training in negotiation skills for subgroups adversely affected by power dynamics.</p> <p>Despite all this, conflict may result. The module provides an overview of conflict management skills and links to training opportunities for facilitators.</p>
9	<p>Communication</p> <p>Communication is the life blood of any innovation platform whether that means communication between the members of the platform, publishing in print or online to get the message out to supporters and potential platform members, recording the story of the platform as it evolves for monitoring, evaluation and learning purposes, or communicating for advocacy. Good communication requires a mix of interpersonal and technical skills.</p> <p>In this module, we look at the communication skills required to develop a “Learning History” of the organization including documenting platform activity, recording MSC stories and documenting insights and lessons learnt.</p> <p>We look at communicating for advocacy by sharing stories and updates on the Internet through blogs / participatory video / photos –films and by writing issue papers.</p>
10	Resources, Incentives and Timeframe

	<p>Although many platforms are initially set up with budgets for sitting fees and other payments to individuals, experience has shown that this strategy seldom works. Even when individuals are motivated to attend meetings, there may not be buy in from their organisation. This module looks at alternative incentives for ongoing active involvement and addresses the need to keep the correct balance between meetings, actions and reflection; to appeal to the private sector citing clear business opportunities and long-term benefits; and the importance of initial successes.</p> <p>Even where sitting fees are not paid, innovation platforms are intensive in terms of the financial and human resources required to keep them going. Meanwhile, public funding for IPs seldom lasts long enough. In this module we look at strategies for sustainability including scaling out and institutionalization. We also look at strategies for retaining donor support as long as possible through pro-active M&E and communications strategies.</p> <p>Finally, all platforms need to have clear rules for engagement. There may be an advantage in formalizing these arrangements by having a board or a committee which is accountable towards platform members and/or donors. However, this should not be done at the expense of the flexibility to bring on board different actors at different times, to build bridges with organizations, networks and initiatives at different levels, and to change plans of action to be responsive to a change in context or where initial action plans do not work as expected. Donor support for an open project planning approach is desirable. This module looks at how some platforms have evolved into more formal structures without losing flexibility.</p>
11	<p>Implications of Complex Agricultural Problems for M&E</p> <p>Agricultural problems are often complex involving a diversity of stakeholders and embedded in systems (regulations, infrastructure, cultural norms) which may not be stable. This module explores the implications of this complexity and instability for monitoring and evaluation and emphasizes the need for reflection and reflexivity in the IP planning -> implementation -> evaluation -> redesign management cycle. The learner is introduced to the reflexive monitoring approach which strives to keep a balance between process and output indicators; between monitoring for learning and monitoring of tangible outputs.</p>
12	<p>Theory of Change and Impact Pathways</p> <p>This module looks at how to involve stakeholders in generating a Theory of Change / Impact Pathway to explicitly state how the action plans agreed to above are expected to help realize the Platform goals. Members of an Innovation Platform should regularly revisit their Theory of Change to reflect on whether their original expectations about impact pathways were realistic and whether there have been changes in context which might require them to revise their plans.</p>
13	<p>Tools for reflexive and participatory monitoring and evaluation.</p>



A LESSON LEARNT HERE IS THAT
 COURSE COORDINATORS NEED TO
 COMMUNICATE WITH SUPERVISORS IN
 PARTICIPATING INSTITUTIONS PRIOR
 TO COURSE COMMENCEMENT SO
 THAT THEY PROVIDE THEIR STAFF
 WITH THE SAME LEARNING
 OPPORTUNITIES THAT THEY WOULD
 HAVE IF THEY WERE SENT TO A
 TRAINING WORKSHOP.

	<p> This module builds on earlier modules which looked at M&E tools for learning and reflection including MSC, Timelines and Learning Histories and tools for documenting and communicating these. It extends this discussion and draws on the concepts of Theory of Change and Impact Pathways introduced in Module 7 to discuss theory-based evaluations in general. The emphasis is on the use participatory evaluation approaches involving stakeholders and donors to both achieve and demonstrate impact. </p>
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Overview of the online experience for this ‘pilot’ group

Since the online modules were hosted on the ILRI LMS, we were able to track which modules were accessed by participants, which were completed (all slides, videos, and exercises viewed), and what scores they achieved on each of the quizzes. We were also able to check individual responses to each of the quiz questions giving us an indication as to which concepts were poorly understood.

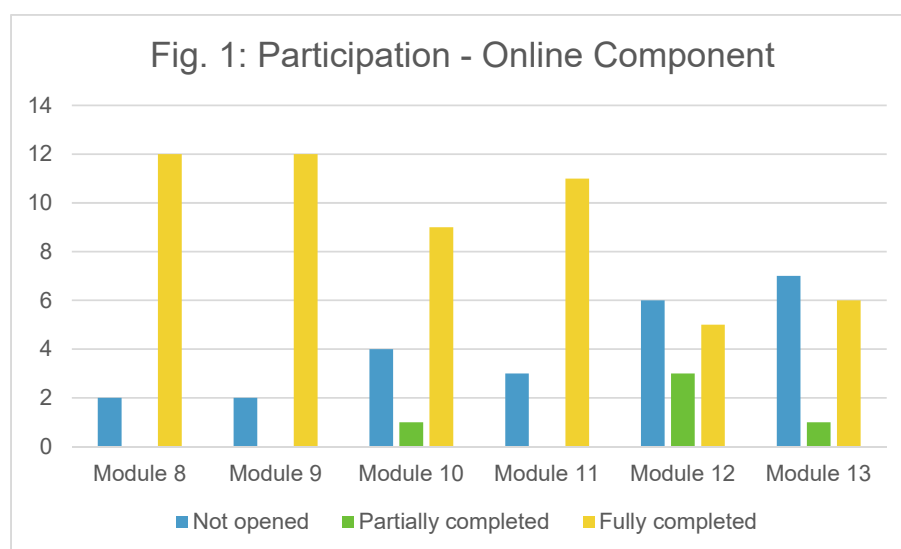
Apart from two participants who were enrolled in the course by their institution, but did not even open the first module, most participants completed the first two modules – Module 8 on Power and Conflict and Module 9 on Communications (Figure 1). However, the situation deteriorated after that; more people failed to start the final module than actually completed it. Responses in the FGDs conducted in Hanoi indicated that people working for CG agencies felt that they had to do the coursework in their own time (after work or on weekends) leading it to conflict with family commitments. The only person who said that they did most of the work in their office, worked for the government. A lesson learnt here is that course

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coordinators need to communicate with supervisors in participating institutions prior to course commencement so that they provide their staff with the same learning opportunities that they would have if they were sent to a training workshop.

Module 12 on Theories of Change and Impact Pathways was unique in that significant numbers of people started the module but did not complete it (Figure 1). Feedback from the FGD indicated that the reason was that it contained a number of exercises that people had to complete and upload. In most cases, these exercises were not done. It seems that while participants are prepared to spend time on quizzes and simple drag-and-drop exercises, they are not prepared to allocate the time to undertake more demanding exercises. An exercise in the communications module required participants to learn the basics of WordPress and create a blog for their innovation platform. Despite the abundance of beginner tutorials for WordPress available on YouTube, participants reported that it was too difficult to learn new software by themselves and that they would prefer to acquire these sorts of skills in a classroom environment.



Participants found the course very challenging and indicated in the FGDs that they encountered significant barriers because of their lack of English language skills (only 2 of the participants were native English speakers). The following recommendations were made in the FGDs:

1. Reduce the number of extended readings with non-essential articles/website materials being provided as optional resources;
2. Provide downloadable transcripts of slide voiceovers and video dialogue;
3. Provide more exercises (quiz questions/drag-n-drop exercises/cloze exercises) to reinforce the content covered in slides.

Given this feedback it was unsurprising that results on the quizzes were rather poor (Figures 2 – 6) and deteriorated towards the end as participants were rushing to finish and were less

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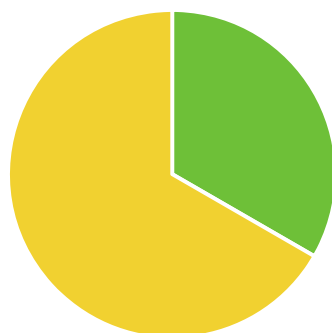
inclined to go back and review the material. Table 1 presents the average quiz scores for those people who fully completed the modules. Note that there was no quiz for module 9 as participants were instead presented with a game scenario where they were asked to provide communications advice for a fictional IP facilitator and awarded badges based on how well they answered his questions.

	Module 8	Module 10	Module 11	Module 12	Module 13
No. Completing	12	9	11	5	6
Average Quiz Score	71.4%	61.2%	64.1%	40.0%	46.0%

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Fig 2. Module 8: Power and Conflict



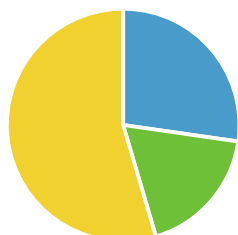
■ 0-30 ■ 31-60 ■ 61-100

Fig 3. Module 10: Resources, Incentives and Timeframe



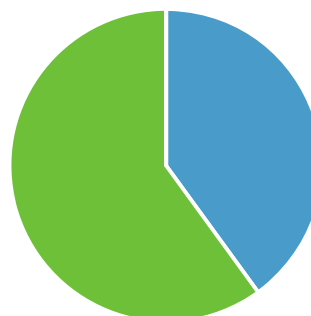
■ 0-30 ■ 31-60 ■ 61-100

Fig 4. Module 11: Implications of Complex Agricultural Problems for M&E



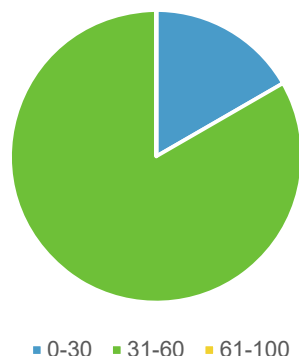
■ 0-30 ■ 31-60 ■ 61-100

Fig 5. Module 12: Impact Pathways



■ 0-30 ■ 31-60 ■ 61-100

Fig 6. Module 13: Tools for reflexive M&E



Nonetheless, participants found the quizzes a useful learning experience and asked if they could be provided with an explanation for each correct and incorrect response. They also stated that they would prefer to be able to repeat the quiz until they passed. When we explained that this would not provide course facilitators with a good indication of what they had understood, they suggested that the pass mark be reduced from 80% to 60% or even 50%.

Workshop sessions

As the face-to-face component of the blended learning program, the Hanoi workshop provided participants with an opportunity to apply the theory covered in the online component to their own professional contexts. Hence most of the exercises were directed at role plays of situations they were likely to face as platform facilitators or exercises where they were asked to create plans or strategies for their own innovation platform.

1 Module 1: Stakeholder Analysis

1.1 Rationale

Stakeholder analysis is an important part of setting up an innovation platform and should be repeated at intervals as the focus of the platform changes and new members need to be invited to join. Conducting a thorough stakeholder analysis allows the platform facilitator to be aware of any power imbalances and potential sources of friction between members and is covered in Module 8 on Power and Conflict.

1.2 Session's objectives and overview of session activities

The objective of this session was to revisit the process of conducting a stakeholder analysis in order to select members for an innovation platform. A small group of participants were

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selected to lead the role play. Their task was to demonstrate how to gather evidence from which to generate a network map. In the preparatory stage, they had to prepare questions for a semi-structured interview of candidates. While they were doing this, roles were distributed to the other workshop participants who used the time to prepare their responses.

The role play was based on the winning case study of the Humidtropics Case Study Competition conducted in 2015 and featured in the book of case studies compiled from competition entries titled: *'Innovation Platforms for Agricultural Development: Evaluating the mature innovation platforms landscape'*. This book will be published by Routledge, Taylor & Francis Group in January 2016. In the meantime, the case study, *'CAN AN INNOVATION PLATFORM SUCCEED AS A COOPERATIVE SOCIETY? The story of Bubaare Innovation Platform Multipurpose Cooperative Society Ltd'* can be found in Annex A of this report.

1.3 Short summary of main outcomes

Course participants had been directed to learn how to use NetDraw software for drawing network maps in Module 12 on Theory of Change and Impact Pathways. As they indicated that they had found this too difficult to do without guidance, the initial 15 minutes of the session was used to conduct a refresher training in NetDraw1.5

Participants had been introduced to the case study for this exercise in Module 10: Resources, Incentive and Timeframes but were given time in the session to read the first six pages again with their roles and tasks in mind. Roles were assigned prior to the reading time.

The small group tasked with conducting the interviews were able to formulate a reasonable semi-structured interview format and clearly understood the value of triangulation in conducting research of this type. While they did not have time to prepare the data files to produce the network map, they were able to draw an accurate map on flipchart paper.

1.4 Reflection and suggestions for improvement

Session participants said that they felt comfortable having their roles clearly defined by the case study context. However, the case study follows the development of the Bubaare innovation platform over several stages and they said it would be better if the time context for their roles were precisely indicated.

Since using software to draw network maps is a useful skill to have, it would have been better to have structured the session so that a second group had a chance to conduct interviews during which time the first group could generate a map. It would be easier to structure the session in this way with a larger group. Providing teams with partially completed NetDraw data files to save time would also help.

Conducting this exercise in the first session provided a good background for discussions of SNA in subsequent sessions.

2 Module 2: Logic Model/M&E Results Framework

2.1 Rationale

The first step of effective and efficient monitoring and evaluation is to have a “theory” that will guide whole M&E process. Logic models have been the industry standard of representing M&E theories of development projects including agricultural research for development projects. Formulating a logic model enables to facilitators and monitors to develop, better understand and represent the theory of project that links the activities to outcomes.

The theories of M&E are operationalized by result frameworks. Result frameworks identifies expected output and process milestones, indicators for each of these expected milestones as well as the questions that informs the indicator. Drafting a result framework enables monitor to contemplate about different options for measuring the components of the theory and identify SMART indicators and customized questions for M&E targets and audiences.

2.2 Session’s objectives and overview of session activities

The session aimed participants to practice formulation of a project theory using logic models and learn about drafting a theory of change. The session started with a discussion on the rationality of the M&E process and the functions M&E in whole project cycle. Particularly, the contribution of the M&E in donor accountability as well as the different characteristics of M&E of AR4D interventions with multi-stakeholder processes were highlighted.

Participants were walked through the early phases of M&E process. They learned components of theory of change, formulated a logic model using XMind, mind mapping software. They presented their theory of changes in groups and discussed the process and content of drafting the logic model. Following a break, they identified milestones for each output and process in the theory of change, discussed and identified indicators that will best measure the milestone as well as the most relevant questions informing the indicators in two groups organized by the action sites the participants are operating.

2.3 Short summary of main outcomes

Course participants reflected on the rationality of using M&E as well as major questions that stakeholders ask the monitors during the implementation of M&E.

Participants as a group discussed the theory of change linking their own activities to the outcomes of the global project in their action sites and reflected about the contribution of their activities to the overall objectives. Although time was limited to draft a detailed comprehensive theory of change, they formulated simple ones sufficiently covering the basic components of their actual work.

They experienced XMind mind mapping software layouts and functions and utilized it as a practical tool to formulate their logic models. They explored and were guided in using major functions that can contribute to their work not only in M&E but also in other activities that require group planning.

The participants linked the milestones, indicators and questions and designed a coherent result framework for their theory of change. They also peer reviewed the result framework of other groups.

2.4 Reflection and suggestions for improvement

Participants expressed high enthusiasm on practicing drafting of a logic model in a group instead of discussing a complete one. It appears that group discussion on drafting improved participants comprehension of the concepts and processes of preparing a logic model. Although a full theory of change was not achieved by the groups due to time limitations, the versions presented and peer reviewed by other participants covered the major components of theory of change in their ongoing activities.

Utilization of XMind software in formulating the logic model and building a result framework was very well received by the participants. In comparison to using papers and charts, they preferred to utilize software, as the software has a higher chance of being utilized after the workshop.

The modules in general and M&E specifically were told to have a lower potential to improve learning on tools that require immediate feedback. Participant showed a strong preference on face to face learning for tools. A second best way can be to utilize interaction tools like instant message boxes to answer spontaneous questions about M&E tools.

Module 3: M&E Implementation plan and Play the role of the platform Monitor

The session built upon the early work on result frameworks. An implementation plan for the theory of change and result framework was discussed.

3.1 Rationale

Having a refined theory of change and a result framework are the first steps of an effective and efficient M&E work. However, they require a well thought implementation plan that identifies necessary and sufficient toolkits and resources. Developing an M&E plan in a group and experiencing some of these tools in a play improve participant's ability to better understand the linkages between theory of change, results framework and implementation plan. Moreover, it exposes them to some available tools for different stages of implementation of M&E plans and enables them to make more informed decisions on effective and efficient tools.

3.2 Session's objectives and overview of session activities

The session aimed at, firstly, participants' developing an M&E implementation plan linking indicators and associated questions to different stages i.e. documentation, reporting, analysis and dissemination tools and improve their skills and experience on each stage. Secondly, it aimed to expose the participant to simultaneous issues arising from implementation.

Initially participants briefly revisited the theory of change and result framework they have completed before. Afterwards, they were given a brief reminder of the stages of M&E starting from documentation to the dissemination. The importance of the coherency and rule of minimum, i.e. not to collect information unless it is strictly necessitated by the indicators, were emphasized. Later, participants drafted their implementation framework in two groups based on action sites and presented them to their peers for further discussions with the session facilitators and their peers.

After a break, participants simulated an intervention team meeting of the platform process. Each participants were assigned to simulate major intervention team roles in innovation platforms of AR4D interventions with multi-stakeholder processes i.e. researcher on process, facilitator, monitor and organizer. They experienced same scene two times and reflected about the behaviors of the players.

3.3 Short summary of main outcomes

Participants articulated their theory of changes and results frameworks with addition of documentation, reporting, analysis and dissemination tools in a group. They also discussed more effective and efficient tools with their peers and facilitators of the workshop.

They continued to experiment on XMind and improve their skills. They started to utilize different branching layouts such as matrix and used colors to distinguish items. They also explored exporting options available in XMind.

In the simulation, each participant experienced the role that fits their current role in the innovation platforms and were exposed to challenges of the roles. For instance, researcher was asked to made decisions on the resource allocation by the organizer and he chose to do it without consultation to facilitator, which created tensions in the meeting.

3.4 Reflection and suggestions for improvement

As in the previous sessions, participants found it useful to experiment with the tools. Although time limitations did not leave enough room for mature discussion on tools for documentation, reporting, analysis and dissemination, they showed high interest in the discussions.

Participants showed a big enthusiasm towards the simulation. Most of the participants found simulation as the most interesting tool followed by group discussion after the presentations.

The facilitator's choice of brief information sessions followed by participant presentations, group discussions and simulation appeared to be highly appreciated.

Participants stated that they would prefer simulation to have basic instructions for specific roles as opposed to no-instruction approach chosen by the workshop facilitators. They suggest to use brief general descriptions about the roles to be distributed to them before the simulation.

XMind software was recognized to be very interesting as it was defined *a different way and something that can be utilized beyond innovation platform*

4 Module 4: Generating a communications strategy for own platform

4.1 Rationale

Communications is an important part of the scaling out and scaling up function of every innovation platform and every IP facilitator needs to have an effective communications strategy in place. In the online module, course participants were given an overview of appropriate communication tools to be used for the various audiences they are likely to be targeting – farmers, government, donors, and NGOs. They had the opportunity to listen to videos made for the course by communications officers attached to the Africa Rising and Nile Basin Development projects in Ethiopia. Including this activity in the agenda gives participants an opportunity to work on their own communications strategy in the presence of fellow IP facilitators.

4.2 Session's objectives and overview of session activities

The objective of this session is to provide participants with the opportunity to apply the knowledge they acquired through the online component of the course to a real life situation – their own innovation platform or that of one of the other participants. Working together helps them to review what they have learnt and work with the concepts in a practical context.

4.3 Short summary of main outcomes

In this session, participants produced two communications strategies: one for a platform in the central highlands of Vietnam and one for a platform in North West Vietnam. Participants were able to add additional tools to suit the local context (i.e. the use of village loudspeakers to pass on messages and working through formal structures in local commune settings).

4.4 Reflection and suggestions for improvement

In the module on communications, participants were challenged to learn one new communications tool – either a blogging software (we suggested WordPress because of the level of online support for the product and because it has an OpenSource version) or software

for creating simple photo films (we suggested CamStudio or EZVid). Very few of them completed this exercise and none of them were familiar with any of the aforementioned software programs. This is problematic since many of the platforms they facilitate operate on tight budgets such that the facilitator is expected to take on the role of communications officer (in addition to a number of other roles). It would be useful in future courses to provide them with a session on at least one of these tools.

5 Module 5: Generating a sustainability strategy for own platform

5.1 Rationale

The Humidtropics CRP will be closed at the end of 2016. As many of the participants' innovation platforms are funded under that CRP, it is timely to put in place a sustainability strategy. The issue of implementing platforms with a view to their ultimate sustainability was covered in the online module on Resources, Incentive and Timeframes where participants were exposed to the Bubaare Case Study (winner of the 2015 Humidtropics Case Study Competition). This session provided participants with an opportunity to apply the theory covered in the module to their own particular circumstances through discussion with peers and workshop facilitators.

5.2 Session's objectives and overview of session activities

The objective of this session was to come up with a sustainability strategy for facilitators' own IPs which could be put in place over 2016. Participants were challenged to work as small groups on the case of selected IPs with inputs from trainers. Illustrations of donor-funded projects and units which had successfully made the transition to NGO or cooperative status were also used to seed the discussion.

5.3 Short summary of main outcomes

In some cases, a sustainability strategy for the platform had already been put in place since its inception. In other cases, groups realized that one year is actually a very short timeframe to plan for sustainability, particularly when the issue has not been given a high profile in initial planning. There was a realization that some activities planned for 2016 to trial new approaches, might be better dropped in favour of initiatives that had already been shown to be commercially viable.

5.4 Reflection and suggestions for improvement

This session was very timely for this particular group. Nonetheless, it was difficult to get platform leaders to think outside-the-box and plan for an uncertain future. Future groups, not under the same time pressure, might not appreciate the urgency of planning for sustainability as much and the task might be even more difficult. It was suggested that it would be relevant to write up a case study of actions taken by Humidtropics innovation platforms in these circumstances to illustrate the point for other IP facilitators.

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Dror, I., Cadilhon, J-J., Schut, M., Misiko, M., Maheshwari, S. (Eds.) 2016, *Innovation Platforms for Agricultural Development: Evaluating the mature innovation platforms landscape*, Routledge, Taylor & Francis Group, London, UK.

Kalibwani, R., Twebaze, J., Kamugisha, R., Tumuhairwe H., Hilman E., Tenywa, M., & Nyamwaro, S.O., 2015. *Can An Innovation Platform Succeed as a Cooperative Society? The story of Bubaare Innovation Platform Multipurpose Cooperative Society Ltd.*, unpublished

Stolovitch, H.D. and Keeps, E.J. (2011), *Telling Ain't Training 2nd Edition*, ASTD Press, American Society for Training & Development, Alexandria, Virginia.

Workshop Materials

Blog:

<http://asia.ilri.org/2016/01/06/capdev-ips-mekong/>

Presentations:

<http://www.slideshare.net/ILRI/mampe-sartas-jan2016-56953248>

Online component of course:

<http://learning.ilri.org/>

Photos:

<https://www.flickr.com/photos/ilri/sets/72157644852167154>

Participant work:

<https://www.dropbox.com/sh/hcqo7t1vvyqmb0v/AAAlsCylCTMrWnVW3mRcwgbLa?dl=0>

Photo consent forms:

<https://www.dropbox.com/sh/xbujnh2llww4i0r/AACtMeBvnShtdPhpKG9o-MTba?dl=0>

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Annex I – Workshop Program

Welcome to the workshop component of the Humidtropics blended learning course for facilitators of innovation platforms!

During the last eight weeks, you have had the opportunity to learn from the experience of a number of key players in the area about communications strategies and power and conflict issues in innovation platforms. You have had a chance to think about the implications of systems approaches to solving complex agricultural problems for monitoring platform activity. And you have looked at issues related to sustainability. In the three-day workshop outlined in the attached workshop agenda, you will have the opportunity to apply this knowledge to the context of your own innovation platform. You will do this in collaboration with other course participants who face many of the same challenges you do and through practical activities geared to helping you with your own work. The workshop will also draw on case studies from existing innovation platforms and simulate typical situations faced in platform facilitation.

The face-to-face component of a *blended learning* program such as this one is meant to give learners an opportunity to **apply** knowledge gained through the online component which usually focuses more on knowledge objectives. Hence, to gain the most value from this workshop, it is expected that participants will have completed the required modules in the online component including the exercises which are the basis of the activities below.

The workshop starts by reviewing the stakeholder analysis process covered in the module on power and conflict. Stakeholder analysis is an important step in setting up an innovation platform and is repeated periodically throughout the life of the platform as the membership evolves. The stakeholder relations that become evident from a stakeholder analysis, and the ways in which platform activities seek to meld those relationships, will have informed the Logic Model for your platform's Theory of Change. You documented this Logic Model as one of the exercises you submitted online and now it becomes the basis for a simulation of the monitoring strategy you can apply to your own platform activities.

As you learnt in the module on communications, your communications strategy is also directed at changing the perceptions and actions of platform actors and policy makers. In this workshop you will have the opportunity to collaborate with other platform facilitators on a communications strategy directed at achieving this goal with your own platform actors. Finally, together with other participants, you will have

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an opportunity to review the sustainability potential for your platform beyond 2016 and to consider measures you can take in the short to medium term to improve this.



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WAGENINGEN UR
For quality of life

IITA
Research to Nourish Africa



FARA
Forum for Agricultural Research in Africa

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Monday, 9th November

Time	Activity	Notes / Facilitation approach (ideally real-life examples and linking back to their work for future planning)	Addressed content of module(s) #	Facilitator
8.00 – 8.30	Registration and welcome	Explain that the blended learning approach provides for mastery of content through online modules and application of knowledge / skill building in face-to-face sessions. Benefit for CG institutes and in general.		Lisa and Iddo
8.30 – 10.00	Complete post-course survey	To be completed individually on paper.		Deborah
10.00 – 10.30	Introduce Bubaare case studies	Introduce drawing the attention of participants to the workshop tasks related to the case study so that they are reading for a purpose; allow 30 mins for reading and questions. <u>Prior to workshop:</u> Duplicate pp 1-9 of Bubaare case study.	Case Studies	Deborah
10.30 – 10.45	COFFEE BREAK			

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Time	Activity	Notes / Facilitation approach (ideally real-life examples and linking back to their work for future planning)	Addressed content of module(s) #	Facilitator
10.45 – 12.30	As a group, decide on strategies to conduct a stakeholder analysis in order to decide who to invite initially to join the platform. Groups should prepare any tools that they will need to role play the stakeholder analysis (e.g. FGD discussion guide, interview schedules, Q-Methodology statements). Selected group prepares for stakeholder analysis. Other participants, prepare for participation in role play.	<p>Introduction (5-10 min large group discussion) to review methods of stakeholder analysis used to categorize stakeholders and make note of relationships between stakeholders.</p> <p><u>Prior to workshop:</u></p> <ol style="list-style-type: none"> 1. Identify stakeholder group identities to be assigned to participants and print on pieces of card (keep some blanks for new groups identified during the stakeholder analysis); 2. Determine group compositions. <p><u>During session:</u></p> <ol style="list-style-type: none"> 1. Select group to lead the role play. 2. Distribute stakeholder roles to other participants 	Module 8	Deborah
12.30 – 14.30	LUNCH			
14.30 – 15.30	Role play the stakeholder analysis. Participants not directly involved in role play to use the information coming		Module 8	Deborah

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Time	Activity	Notes / Facilitation approach (ideally real-life examples and linking back to their work for future planning)	Addressed content of module(s) #	Facilitator
	out of the role play to suggest improvements.			
15.30 – 15.45	COFFEE BREAK			
15.45 – 17.30	Finalise and present Logic Model for own platform.	1. Introduction (5 – 10 min large group discussion) review of Logic Models particularly in context of innovation platforms and the relative importance of process and output indicators therein.	Module 11 & 12	Murat
17:30 – 17:45	Reflection and review of Day 1	1. <u>What did we learn today?</u> 2. <u>Brief revisiting of the gaps identified by the facilitators.</u>		Murat
17:45 – 19:30	DINNER			
19:30 – 20:30	FGD on experience of online study	<u>Prior to workshop:</u> 1. Preparation of FGD discussion guide		Deborah – moderator Murat - recorder

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Tuesday, 10th November

Time	Activity	Notes / Facilitation approach (ideally real-life examples and linking back to their work for future planning)	Addressed content of module(s) #	Facilitator (if more than one, please be very specific about who does what)
8.30 – 9.00	Quiz review of Day 1 materials	<u>Prior to workshop:</u> 1. Bring clickers 2. Prepare clicker questions on laptop		Iddo
9.00 – 10.45	Taking a real life logic model as an example, design a monitoring strategy and M&E Plan for the platform	Introduction (5 – 10 min large group discussion) review need for reflexive approach, monitoring tools, and relationship of M&E plan to Logic Model / Theory of Change. Group work based on logic model shared by one member of group.	Modules 11 & 12	Murat
10.45 – 11.00	COFFEE BREAK			
11.00 – 12.30	Presentation of monitoring strategies and M&E Plans		Modules 11 & 12	Murat
12.30 – 14.30	LUNCH			

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14.30 – 16.00	Based on monitoring strategy designed in previous session, prepare and conduct role play of conducting a meeting as a platform monitor. Role play leaders should: 1. Describe the background to the platform meeting including any outstanding problems (particularly if they will use DLA tool). 2. Explain the tool(s) and approaches they will use. 3. Assign stakeholder roles to participants not in their group.	Introduction: (5 – 10 min large group discussion) review of critical analysis/appreciative enquiry stances, roles of platform monitors and tools at their disposal. <input type="checkbox"/> Group work <input type="checkbox"/> Use approach of a selected group member playing the role of monitor with other participants critiquing, then repeat with someone from another group leading.	Module 13	Murat
16.00 – 16.15	COFFEE BREAK			
16.15 – 17.30	Complete above exercise		Module 13	Murat
17.30 – 17.45	Reflection and review of Day 2	1. <u>What did we learn today?</u> 2. <u>Brief revisiting of the gaps identified by the facilitators.</u>		Murat
17:45 – 19:30	DINNER			

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19:30 – 20:30	FGD on experience of blended learning	<u>Prior to workshop:</u> 1. Preparation of FGD discussion guide		Iddo – moderator Deborah - recorder
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Wednesday, 11th November

Time	Activity	Notes / Facilitation approach (ideally real-life examples and linking back to their work for future planning)	Addressed content of module(s) #	Facilitator (if more than one, please be very specific about who does what)
09.00 – 09.15	Quiz review of Day 2 materials	<u>Prior to workshop:</u> 1. Bring clickers 2. Prepare clicker questions on laptop		Lisa
09.15 – 10.30	Based on the desired changes in KSAPs in Logic Model/ToC for stakeholders in own platform, create a communications strategy for each stakeholder group identified.	Introduction (5 – 10 min large group discussion) review of communications for scaling out and scaling up. (Individuals who are not currently associated with an innovation platform should support colleagues who are.)	Module 9	Deborah
10.30 - 10.45	COFFEE BREAK			

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10.45 – 12.30	Finalisation and presentation of communications strategy from Day 2.	Encourage different participants to demonstrate use of different tools.	Module 9	Deborah
12.30 – 14.30	LUNCH			
14.30 – 15.45	Produce sustainability strategy for individual platforms in view of plans for phasing out Humidtropics CRP.	Introduction (5-10 min large group discussion) review of platform resourcing and sustainability issues. <u>Prior to workshop:</u> Formulate groups based on common work areas.	Module 10	Lisa / Iddo
15.45 – 16.00	COFFEE BREAK			
16:00 – 17:00	Presentation and discussion of sustainability strategies		Module 10	Lisa / Iddo
17:00 – 17:30	Quiz review of Day 2 & 3 materials	<u>Prior to workshop:</u> 1. Bring clickers 2. Prepare clicker questions on laptop		Deborah
17:30 – 17:45	Reflection and review of w'shop	1. What is your take-home message from the workshop?		Murat

Annex II - List of participants

	Name	M/F	Institution	Base	Role
1	Zheng, Sijun	M	Bioversity	Honghe, China	backstop Honghe R4D Platform (which does not yet exist)
2	Long, Chau Thi Minh	F	Western Highlands Agriculture and Forestry Science Institute	Buon Ma Thuot, Vietnam	facilitate Central Highlands R4D Platform
3	Tiep, Ha Van	M	Forest Science Center for the Northwest	Son La, Vietnam	Facilitate NWVietnam R4D Platform
4	Lua, Hoang Thi	F	ICRAF	Hanoi, Vietnam	backstop Northwest Vietnam R4D Platform
5	Li, Dongyun	F	ICRAF/WUR	Kunming, China	Co-facilitate Xishuangbanna R4D Platform
6	Yaohua, Tian	M	Yunnan Institute of Tropical Crops	Kunming, China	Co-facilitate Xishuangbanna R4D Platform
7	McLellan, Timothy (Tim)	M	ICRAF	Kunming, China	Backstop Xishuangbanna R4D Platform
8	Lyda, Hok	M	Royal University of Agriculture	Phnom Penh, Cambodia	Candidate to facilitate Ratanakiri R4D Platform
9	Putheany, Ung (Theany)	M	Royal University of Agriculture	Phnom Penh, Cambodia	Candidate to facilitate Ratanakiri R4D Platform
10	Bolliger, Adrian	M	CIAT	Vientiane, Laos	Backstop Laos/Ratanakiri/Central Highlands R4D Platforms
11	Sakidrum, Pimonpan (Pang)	F	Hug Muang Nan foundation	Nan, Thailand	Was in a position to support R4D Platform in Nan, Thailand
12	Dinh, Bui Thi	F	Division of Agriculture of Mai Son district	Mai Son, Vietnam	Facilitate an IP in NWVietnam
13	Thuy, Le Thi	F	Fruit and Vegetable Research Institute	Hanoi, Vietnam	Support an IP in NWVietnam
14	Ha, To Thi Thu	F	AVRDC	Hanoi, Vietnam	Backstop an IP in NWVietnam

Annex III – Participant Evaluations

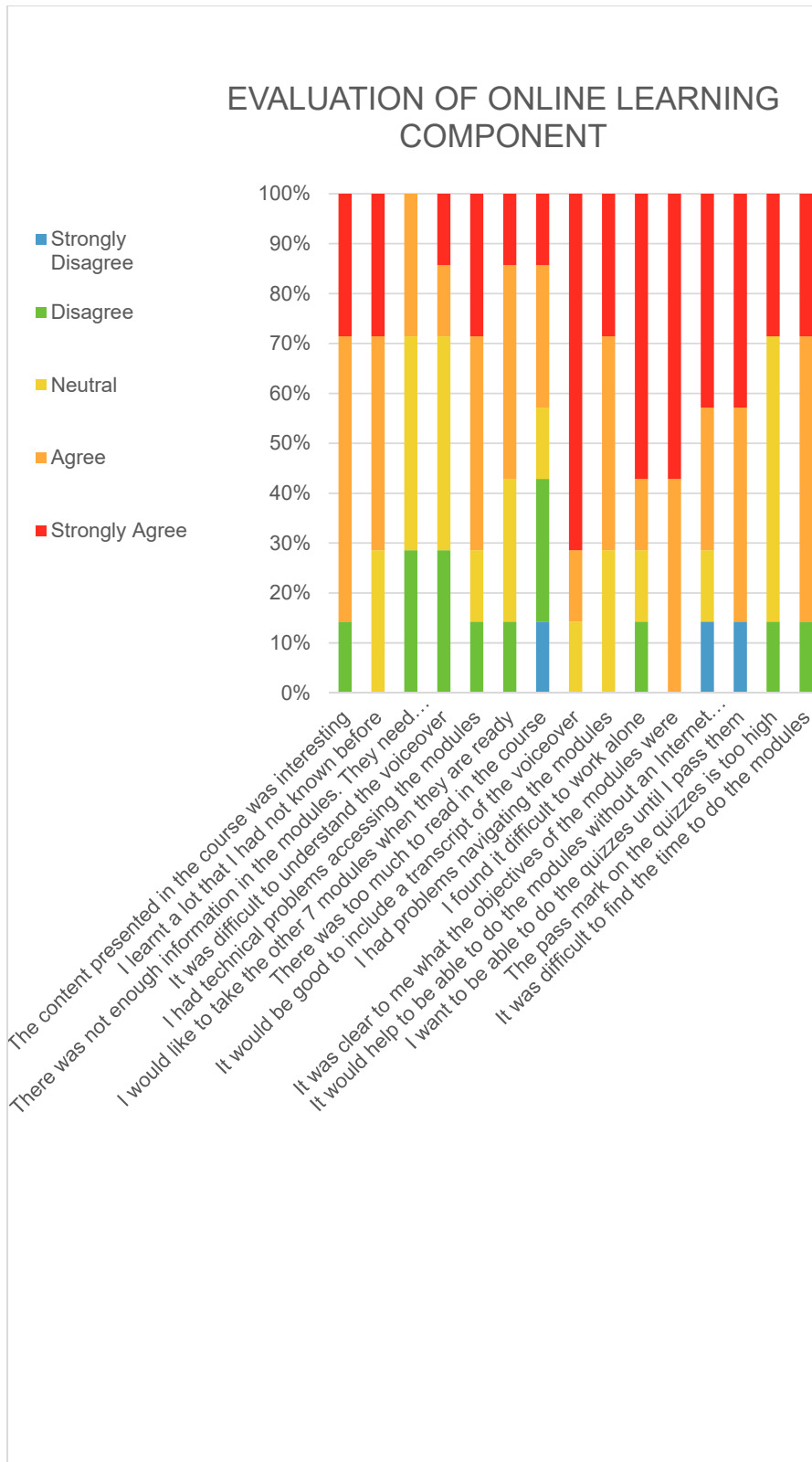
During the workshop, reflection sessions were conducted for each session and focus group discussions (FGDs) were conducted each evening. The first FGD asked participants of the pilot what they thought could be improved in the online component of the course while the second FGD asked them for comments on the workshop component. Participants were also asked to fill in a participant evaluation form which is attached here.

Evaluation of the Online Component

As can be seen from the graph below, while participants found the course interesting, they found online learning a challenge. 6 of 7 participants agreed or strongly agreed that it was difficult to find time to complete the modules. This point was also reflected in the FGDs where all but one of the participants said that, due to pressure of work, they had been forced to follow the course in the evenings and on weekends. This was compounded by the fact that many of them were unable to access a strong Internet connection outside the workplace and spent a lot of time in the field where Internet connectivity was problematic. 5 of 7 participants agreed or strongly agreed that it would help to be able to do the modules without an Internet connection. Unfortunately, the offline player version of the course was not available in time for the pilot. 4 of 7 participants strongly agreed that they had found it difficult to study alone. Reflecting the fact that all but one of the participants was not a native English speaker, 5 of 7 participants strongly agreed that it would have been good to be able to download a transcript of the voiceover. It appeared that the voiceover itself was clear enough as only 2 of 7 participants stated that it was difficult to understand it. Instead the problem was with comprehension of what was being said. The most popular module was the Communications module which learners felt to be directly applicable to their work. However, one learner stated that he appreciated the module on power and conflict as it was presented in a real world context showing how politics influences negotiations.

Recommendations

1. If CG centres are to be able to take advantage of online training, there will need to be a significant change in culture to support use of office hours to follow work related training programs.
2. Several improvements should be made to the course. These include:
 - i. Providing downloadable transcripts for each slide to support our multicultural workforce.
 - ii. Allowing learners to repeat inline quizzes until they pass them. As learner performance is an important evaluation metric, it will be necessary to include pre and post-tests instead to measure performance.
 - iii. Include group activities in the modules. Given that learners are likely to be participating from different time zones, these will necessarily be asynchronous activities.



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Online (Sept 14 till Nov 06) and 9-11 Nov 2015 in Hanoi, Vietnam

Evaluation of the Workshop Component

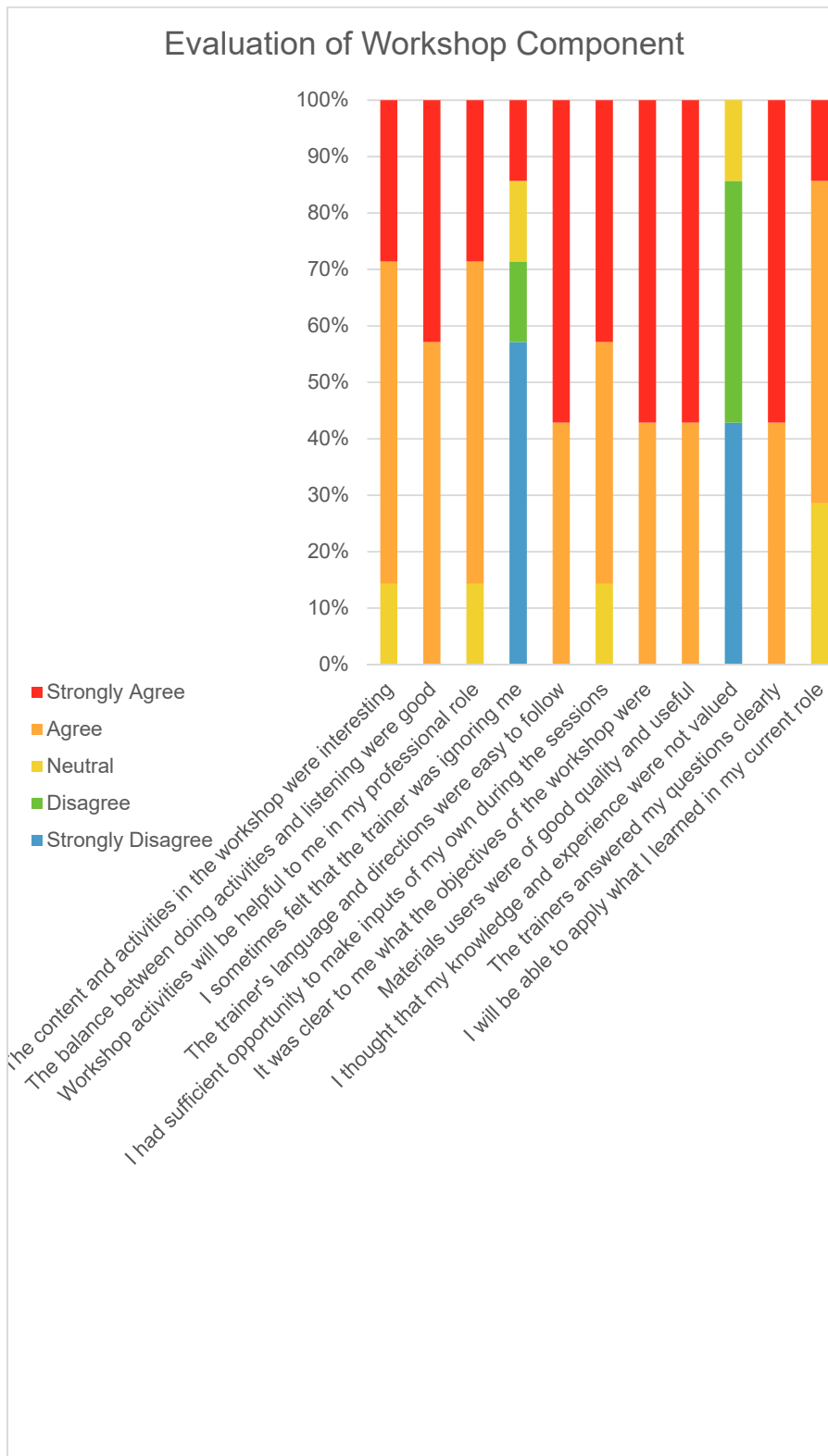
As can be seen from the graph below, workshop participants were overwhelmingly happy with the way the workshop was conducted and felt that it was interesting and likely to be of use to them in their professional careers. The most popular session showed them how to use XMind (mindmapping software) to be able to map out a Theory of Change. Other popular sessions were a session which showed them how to use NetDraw SNA software, a role play of the role of a monitor, and preparation of a communications strategy. In all cases, participants said that they had made these selections because they could use the knowledge and skills from these sessions in their jobs. Explaining why he chose the session on formulating a communications strategy as the session most likely to be useful for him, one participant said,

I have been working in farmers' field to introduce and demonstrate a new technology. To increase adoption of that technology, a communication strategy with farmers is important. This session provided me with new ideas.

In the FGD, participants were asked whether, given that demonstrations of software were arguably the most popular part of the workshop, they felt that they could master software applications if provided with appropriate videos and instructions in the online component of the course. Participants strongly felt that the workshop component of the course was the most appropriate venue for this.

Recommendations

1. Place a greater emphasis on demonstrating useful software applications during the workshop component of the course.
2. Place a greater emphasis on workshop sessions that are immediately relevant to participants. In the case of the pilot group, most had already done a stakeholder analysis in some form so this session was not directly applicable. There is also very little emphasis on monitoring and evaluation activities in innovation platforms operational in the Mekong so participants did not see an immediate 'take home' value.



Participant Evaluation Survey

Blended Learning Program for Facilitators of Innovation Platforms

(Sept – Nov 2015)

Dear Participants,

As part of Capacity Development within the CGIAR, we strive for continuous improvement of our materials and approaches. This is why you were invited to join the pilot program for this blended learning experience. Please support us now by providing your feedback on your recent learning experience in the blended learning program for facilitators of innovation platforms.

Tick the box that best represents your response to the statements in the table below and feel free to add any additional remarks that you feel would help us to improve the course. The meaning of the column numbers is as follows.

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Don't Know or Neutral
- 4 – Strongly Agree
- 5 – Agree



EVALUATION OF ONLINE LEARNING COMPONENT

Strongly Disagree	Strongly Agree					REMARKS
	1	2	3	4	5	
The content presented in the course was interesting.						
I learnt a lot that I had not known before.						
There was not enough information in the modules. It needs more detail.						
It was difficult to understand the voiceover.						
I had technical problems accessing the modules.						
I would like to take the other 7 modules when they are ready.						
There was too much to read in the course.						
It would be good to provide a transcript of the voiceover.						
I had problems navigating the modules.						
I found it difficult to work alone.						
It was clear to me what the objectives of the modules were.						
It would help to be able to do the modules without an Internet connection.						
I want to be able to do the quizzes until I pass them.						
The pass mark on the quizzes is too high.						
It was difficult to find the time to do the modules.						
My favourite modules was/were:	✓	Why?				
Module 8: Power and Conflict						
Module 9: Communications						
Module 10: Resources, Incentives and Timeframes						
Module 11: Implications of Complex Agricultural Problems for M&E						

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Module 12: Theory of Change and Impact Pathway		
Module 13: Tools for Reflexivity		
Any other comments about online course component?		

EVALUATION OF WORKSHOP COMPONENT

Strongly Disagree	Strongly Agree					REMARKS
	1	2	3	4	5	
The content and activities in the workshop were interesting.						
The balance between doing activities and listening was good.						
Workshop activities will be helpful to me in my professional role.						
I sometimes felt that the trainer was ignoring me.						
The trainer's language and directions were easy to follow						
I had sufficient opportunity to make inputs of my own during the sessions.						
It was clear to me what the objectives of the workshop were.						
Materials used were of good quality and useful.						
I thought that my knowledge and experience were not valued.						
The trainers answered my questions clearly.						
I will be able to apply what I learned in my current role.						
Which session was most useful for you professionally?	✓	Why?				
Session 1: Stakeholder Analysis						
Session 1b: Using NetDraw SNA software						
Session 2: Preparing a Theory of Change for your IP						

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	Session 2b: Role play of monitor's role		
	Session 2c: Learning how to use XMind software		
IP	Session 3: Preparation of a communications strategy for your		
	Session 4: Preparation of a sustainability strategy for your IP		

Any other comments about workshop?

In view of your unique situation facilitating an IP in the final year of the Humidtropics CRP, we are interested in involving you in research on the application of sustainability strategies. Please let us know what (if any) sustainability strategies your IP has, or is planning to, put into place. Would you be interested in being involved in this research?

Slides from Innovation Platforms eLearning Modules

Understanding, Facilitating and Monitoring Agricultural Innovation Platforms



PROGRESS 66%

Description Modules Links & Info

Description

Multi-stakeholder or innovation platforms are increasingly seen as a promising vehicle for agricultural innovation and development. In the field of agricultural research for development (AR4D), such platforms are an important element of a commitment to more intentional, structured and long-term engagement among stakeholders in the agricultural sector.

The International Livestock Research Institute (ILRI) has been increasingly involved in innovation platforms in recent years, and this course draws on the experiences of ILRI and many of its partners ([read more here](#)) from a set of [innovation platform practice briefs](#).

It was conceptualized by Iddo Dror and Deborah Wyburn and produced by Deborah Wyburn based on the Humidtropics workshop, ["Understanding, Facilitating and Monitoring Agricultural Innovation Processes"](#) held in Kenya 29 April - 2 May 2014 coordinated by Iddo Dror and Marc Schut, with further inputs from Fatunbi Oluwole and Adeyale Adekunle of FARA, Murat Sartas of Wageningen University and ILRI, and Lisa Hiwazaki of ICRAF.

ILRI acknowledges support from the CGIAR Research Program on Integrated Systems for the Humid Tropics (Humidtropics) to produce this course.

Citation

Humidtropics/IAT/WUR/ILRI. 2015. Understanding, Facilitating and Monitoring Innovation Platforms. Learning Course. <http://learning.ilri.org/course/details/24>

Understanding, Facilitating and Monitoring Agricultural Innovation Platforms



PROGRESS 78%

Description Modules Links & Info

8	POWER AND CONFLICT	✓
9	COMMUNICATIONS	>
10	RESOURCES, INCENTIVES AND TIMEFRAMES	>
11	IMPLICATIONS OF COMPLEX AGRICULTURAL PROBLEMS FOR M&E	>
12	THEORY OF CHANGE AND IMPACT PATHWAYS	>
13	TOOLS FOR REFLEXIVITY	>

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Step 1 (of 7) Identifying Stakeholders

Power and Conflict
in
Innovation Platforms

Module 8
Innovation Platforms Training Series
for the Humidtropics



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Step 1 (of 7) Identifying Stakeholders

Objectives of this Lesson

By the end of this module you will be able to :

- Use Stakeholder Analysis to set up effective Innovation Platforms and be aware of potential issues that might arise.
- Use approaches such as participatory video and role play to give marginalised members of your platform a voice.
- Deploy negotiation skills to mitigate harmful power dynamics.

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Step 1 (of 7) Identifying Stakeholders

Stakeholder Analysis
Typology and Methods



Rationale

Descriptive Normative Instrumental

Typology

Step 1: Identifying stakeholders Step 2: Differentiating between and categorizing stakeholders Step 3: Investigating relationships between stakeholders

Methods

Focus Groups Semi-structured interviews Snowball sampling Analytical categorization (top-down) Reconstructive categorization (bottom-up) Action-linkage matrices Social Network Analysis Knowledge Mapping Interest-Influence matrices Radical transference Stakeholder-led stakeholder categorization Q methodology

Reed, M S, Graves A, Dandy, N, Posthumus, H, Hubacek, K, Morris, J, Prell, C, Quinn, C H, Stringer, L C (2009). "Who's in and why? A typology of stakeholder analysis methods for natural resource management", *Journal of Environmental Management*, v.90, p.1933-1949

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Step 1 (of 7) Identifying Stakeholders

Stakeholder Analysis
Identifying Stakeholders



Make sure you have the right mix

- Marginalizing important groups can bias results and jeopardize long-term viability and support for an IP
- Use mind mapping to identify all possible interests




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Step 1 (of 7) Identifying Stakeholders


Stakeholder Analysis
Identifying stakeholders




Click on the methods below to find out more:

Step 1: Identifying stakeholders

Focus Groups
Semi-structured interviews
Snowball sampling





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Step 1 (of 7) Identifying Stakeholders

Stakeholder Analysis
Focus Group Discussions



What is a [FGD](#)?

- A homogeneous group of six to ten people led through an open discussion by a skilled moderator.
- Uses a discussion guide comprising no more than 10 open-ended questions - includes suggested probes to be used to ensure the topic is explored in depth
- Moderator probes until full range of ideas and opinions explored (45 – 90 min)




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Step 1 (of 7) Identifying Stakeholders


Stakeholder Analysis


Semi-structured Interviews




What is a semi-structured interview?

- An interview conducted in person between an interviewer and a respondent.
- Many questions are open-ended and the interviewer may stray from the interview guide if there is a chance of uncovering unanticipated insights.
- Interviews usually tape recorded so that responses can be quoted verbatim.







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Step 1 (of 7) Identifying Stakeholders


Stakeholder Analysis


Snowball sampling




What is a snowball sampling?

- A non-probability sampling technique used by researchers to identify potential respondents in studies where they are hard to locate
- Similar to chain referral
- Each respondent interviewed is asked to nominate another person with the same profile.







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Step 1 (of 7) Identifying Stakeholders

Stakeholder Analysis
Functions



Functions of Stakeholder Analysis

- To identify existing conflicts between stakeholders to ensure that they are not exacerbated by future work.
- To understand power dynamics to enhance the transparency and equity of decision-making
- To understand agendas of members

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Step 1 (of 7) Identifying Stakeholders

Stakeholder Analysis
Approaches



Approaches to stakeholder analysis

- Normative** – emphasises the legitimacy of stakeholder involvement and empowerment in the decision making process
- Instrumental** – more pragmatic and focused on how facilitators can identify, explain and manage the behaviour of stakeholders to achieve desired outcomes.

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Step 1 (of 7) Identifying Stakeholders


Stakeholder Analysis

Identifying stakeholder interests




Questions to ask:

- What are the stakeholder's expectations of the IP?
- What benefits are there likely to be for the stakeholders?
- What resources will the stakeholder wish to commit (or avoid committing) to the IP?
- What other interests does the stakeholder have which may conflict with the goals of the IP?
- How does the stakeholder regard others in the list?



Adapted from ODA, 1995



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Step 2 (of 7) Tools for Categorizing Stakeholders

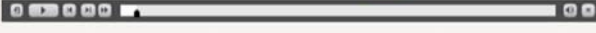
Power and Conflict in Innovation Platforms

SECTION 2










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Step 2 (of 7) Tools for Categorizing Stakeholders

Stakeholder Analysis
Tools for categorising stakeholders



Step 2: Differentiating between and categorising stakeholders

Analytical categorisation (top-down)

Reconstructive categorisation (bottom-up)

Interest-influence matrices

Radical transactive-ness

Stakeholder-led stakeholder categorisation

Q methodology

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Step 2 (of 7) Tools for Categorizing Stakeholders

Stakeholder Analysis Tools
Power-Interest Grid




Context
Settlers

Key
Players

The
Crowd

Subjects

A common approach to analysing your stakeholders is to map the interest, and power or influence, of each stakeholder group on a quadrant such as this Power-Interest Grid (Bryson 1995).



Influence

Interest

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Step 2 (of 7) Tools for Categorizing Stakeholders

REPLAY
NEXT



Click on the speaker icon at left to listen to a case study of vanilla production in India. This case study was brought to us by the FAO.
(www.fao.org/nr/res/course/1/file/mod6/mod6_05.html)

After listening to this case study, you will be asked to place the stakeholders pictured below on a Power-Interest Grid. Take careful note now of what each picture represents as there are no captions on the next slide.






0 10 20 30 40 50 60 70 80 90 100

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Step 2 (of 7) Tools for Categorizing Stakeholders

Drag the stakeholder pictures on the right onto the correct Power-Interest Grid stakeholder categories and then click SUBMIT to check your answer.

NEXT



Context Setters

Key Players

The Crowd

Subjects





Influence ↑

Interest →

Submit

0 10 20 30 40 50 60 70 80 90 100


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Step 2 (of 7) Tools for Categorizing Stakeholders


Stakeholder Analysis
Tools for categorising stakeholders



Other means of grouping:

- Stakeholder Led** – allow stakeholders to sort people using their own criteria
- Q Methodology** – Stakeholders are asked to rank order a set of opinion statements. Identifies shared perceptions and common ground.





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Step 3 (of 7) Analyzing Stakeholder Relationships

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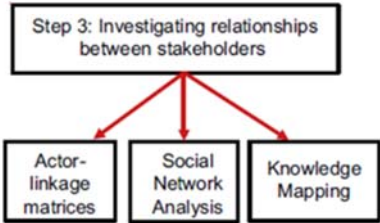

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Step 3 (of 7) Analyzing Stakeholder Relationships

Stakeholder Analysis
Tools for investigating relationships





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Step 3 (of 7) Analyzing Stakeholder Relationships

Stakeholder Analysis Tools
Analysing Stakeholder Relationships





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Step 3 (of 7) Analyzing Stakeholder Relationships

Stakeholder Analysis Tools
Actor-Linkage Matrices

Based on the FAO Case Study, categorise the relationships between these actors as 'Conflict', 'Cooperation', or 'Weak/None'

ACTORS	Vanilla Farmers	VANILCO	Spices Board	Research Institutes
Vanilla Farmers				
VANILCO				
Spices Board				
Research Institutes				

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Step 3 (of 7) Analyzing Stakeholder Relationships

Stakeholder Analysis Tools
Social Network Analysis (SNA)

- SNA uses numbers to represent:
 - the presence or absence of a tie
 - the relative strength of a tie
- Structured interview / questionnaire / observation used to generate multiple matrices (i.e. communication, friendship, conflict, trust)
- Specialist software used to generate network graph



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Step 3 (of 7) Analyzing Stakeholder Relationships

Stakeholder Analysis Tools

Social Network Analysis

Research shows:

- Strong ties favour mutual learning and resource sharing
- Weak ties favour spread of new ideas
- Centralised network best for initial phase of deciding on collective action
- Decentralised network best for long term planning and problem solving



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Step 4 (of 7) Quiz: Stakeholder Analysis

Power and Conflict in Innovation Platforms

SECTION 4 – QUIZ 1



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Step 4 (of 7) Quiz: Stakeholder Analysis

Multiple Choice
Question 1 of 4

Which of the following is NOT a good reason to carry out a Stakeholder Analysis?

☐ A) To understand power dynamics and avoid inequity in decision making
☐ B) To identify Context Setters who should be included in all activities
☐ C) To identify existing conflicts
☐ D) To understand the structure of your network

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Step 4 (of 7) Quiz: Stakeholder Analysis

Multiple Choice
Question 2 of 4

Which of these groups, identified through a Power - Interest Grid, should you work to empower?

☐ A) Key Players
☐ B) Context Setters
☐ C) Subjects
☐ D) The Crowd

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Step 4 (of 7) Quiz: Stakeholder Analysis

Multiple Choice
Question 3 of 8

Which of these is a tool used to categorize stakeholders?

☐ A) Q Methodology
☐ B) Focus Group Discussions
☐ C) Social Network Analysis
☐ D) Actor-Linkage Matrices

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Step 4 (of 7) Quiz: Stakeholder Analysis

Multiple Choice
Question 4 of 8

SNA categorizes the type of relationship between members of a platform. True or False?

☐ A) True
☐ B) False

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Step 4 (of 7) Quiz: Stakeholder Analysis

Multiple Choice
Question 5 of 6

Centralized networks where members have strong ties with each other are best suited for long term planning and problem solving. True or False?

☐ A) True
☐ B) False

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Step 4 (of 7) Quiz: Stakeholder Analysis

Multiple Choice
Question 6 of 6

Which of the following is NOT a reason why it is important to ensure that all stakeholder groups are represented in an Innovation Platform?

☐ A) To avoid biased decisions and actions
☐ B) To avoid pushback from marginalized groups
☐ C) To avoid elite capture
☐ D) To avoid conflict between platform members

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Step 4 (of 7) Quiz: Stakeholder Analysis

Quiz Results

You Scored: 30
Maximum Score: 60
Correct Questions: 3
Total Questions: 6
Accuracy: 50%
Attempts: 1

Sorry, you failed!

Retake Quiz
Continue


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Step 5 (of 7) Empowering Innovation Platform Members

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Step 5 (of 7) Empowering Innovation Platform Members

Empowering IP Members
Overview

Subjects have high interest but low power. How can we empower them?
Click on these boxes to find out how.

Participatory Video

Role Play

Participatory Rural Appraisal

Negotiation Skills Training

NEXT

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Step 5 (of 7) Empowering Innovation Platform Members

Empowering IP Members
Participatory video



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Step 5 (of 7) Empowering Innovation Platform Members

Empowering IP Members
Participatory video

[Watch the Video](#)





[Read the Handbook](#)

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Step 5 (of 7) Empowering Innovation Platform Members

Empowering IP Members
Role Play



Click [here](#) to find out about role plays and other participatory tools from the World Bank South-South Knowledge Exchange

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Step 5 (of 7) Empowering Innovation Platform Members


Empowering IP Members
Negotiation Skills



Read pp. 14 – 45 of the [Building Bridges](#) guide to negotiation and conflict resolution and then try your hand at being a mediator in the [Practice your Negotiation Skills](#) exercise.







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Step 6 (of 7) Exercise: Practice Your Negotiation Skills ✓

Power and Conflict
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Step 6 (of 7) Exercise: Practice Your Negotiation Skills

Empowering IP Members
Negotiation Skills



Dr Singh from the Indian Spices Board, Mr Battarcharjee from Vanilco, and Mrs. Patel from the Kerala Association for Vanilla Cultivation and Marketing have been invited to join the Kerala Vanilla Value Chain Innovation Platform to try to sort out the problem with vanilla production across India. But before the first official meeting, Asha Kulari, the facilitator of the IP has asked them to come in for an informal meeting.






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Step 6 (of 7) Exercise: Practice Your Negotiation Skills

And I'm Amit Battarcharjee, founder of Vanilco







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Step 6 (of 7) Exercise: Practice Your Negotiation Skills ✓

Well to get straight to the point, the reason I called the meeting is because, when I did the stakeholder analysis, it became evident that relations between the Spices Board and farmer cooperatives were strained. If we are to work together in this IP, we need to clear the air. Would anyone like to explain to me what the main issues are?



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Step 6 (of 7) Exercise: Practice Your Negotiation Skills ✓

It's true what you say Asha. Our members can't work with The Spices Board because they are biased in favour of the exporters. They just want to drive down the price of vanilla to help the exporters make a profit.

Why do your members think that The Spices Board favours exporters over producers Mr Battacharjee?

Mrs Patel, do you agree with this?



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Step 6 (of 7) Exercise: Practice Your Negotiation Skills



So you think the board would have lied to you about something like this when this sort of information is publicly available?

Well, because that's who they mainly work with and when our association went to them in 2004 when the bottom fell out of the market and asked them what we should do, they just said that what we were getting was a fair price because production had gone up in Madagascar. How can we trust them after that?

Now I've done some research on this and, in fact, by 2004, vanilla production in Madagascar had almost fully recovered from the devastation caused by Cyclone Huda. Of course you were disappointed to hear this response but were you expecting any other action from the board?

So Dr Singh, would the Spices Board be able to use its connections as a national agency to bring in some expert help... perhaps through one of the international research agencies?

Yes, we can certainly do that.

Well, we would like them to come up with some options. Vanilco have done their best on the domestic market but we need some expert help in penetrating international markets.

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Step 6 (of 7) Exercise: Practice Your Negotiation Skills



So Dr Singh, would the Spices Board be able to use its connections as a national agency to bring in some expert help... perhaps through one of the international research agencies?

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Well, we would like them to come up with some options. Vanilco have done their best on the domestic market but we need some expert help in penetrating international markets.


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Step 7 (of 7) Quiz: Empowering Innovation Platform Members

Power and Conflict
in
Innovation Platforms
SECTION 7 – QUIZ 2







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Step 7 (of 7) Quiz: Empowering Innovation Platform Members

Sequence
Question 1 of 8

Order the steps of the Participatory Video process

A) --Select--
B) --Select--
C) --Select--
D) --Select--

Submit

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Step 7 (of 7) Quiz: Empowering Innovation Platform Members

Sequence

Question 1 of 6

Order the steps of the Participatory Video process

A) Wider community provides feedback on storyboards
B) Filmmakers record short messages/video segments
C) Community filmmakers construct storyboards
D) Community uses PRA tools to agree on important issues

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Fill-In-The-Blank

Question 2 of 6

Complete the sentence below by filling in the blanks.

The use of participatory video to share ideas with other communities is called
communication (Hint: Answer is one word starting with 'H').

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Step 7 (of 7) Quiz: Empowering Innovation Platform Members

True/False
Question 3 of 8

For a role play to be effective, the “actors” should be provided with a script. True or False?

☐ A) True
☐ B) False

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Step 7 (of 7) Quiz: Empowering Innovation Platform Members

Multiple Choice
Question 4 of 8

Which of these is an appropriate role for the observers of a role play?

☐ A) to provide feedback on the quality of the play
☐ B) to reflect on and suggest how the situation could have been addressed more effectively
☐ C) to help refine the script
☐ D) observers are an audience only

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Step 7 (of 7) Quiz: Empowering Innovation Platform Members

Multiple Choice

Question 4 of 6

Which of these is an appropriate role for the observers of a role play?

- ☐ A) to provide feedback on the quality of the play
- ☐ B) to reflect on and suggest how the situation could have been addressed more effectively
- ☐ C) to help refine the script
- ☐ D) observers are an audience only

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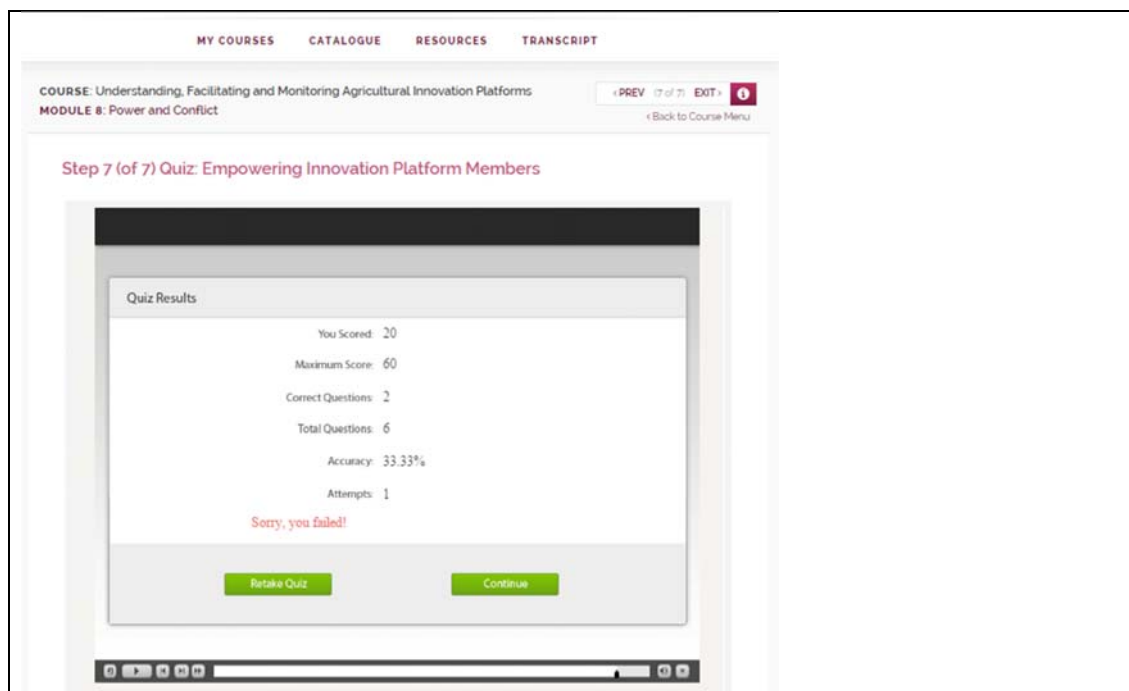
Multiple Choice

Question 6 of 6

When is it appropriate to just name the undesirable behaviour of the other negotiator and sit back?

- ☐ A) When s/he tries to escalate demands whenever you make concessions
- ☐ B) When s/he continually sidetracks the discussion
- ☐ C) When s/he provides misleading information
- ☐ D) In all of the above situations

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Communications

Module 09

Innovation Platforms Training Series for the Humidtropics

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Step 1 (of 13) Section 1

Module Objectives

By the end of this module you will:

- Be able to design an effective communications strategy for your platform
- Be aware of communication tools which can help you with scaling out and scaling up tasks and how to select them
- Be able to blog

Learning Objectives

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Step 1 (of 13) Section 1

Three roles of communication in IPs

Engagement & Dialogue

Documentation & Outreach

Learning

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Step 1 (of 13) Section 1

I'm getting enough water from my underground water tank and by harvesting water from the area around my farm to grow cash crops this year and I'm doing a bit of cut-and-carry feeding plus using my crop residues and its enough to support my new hybrid cows.


Me too, and our dairy milk production has increased from 1 to almost 20 litres... But the government wants us to work with everyone else to support the free grazing stock. My new cows are not free grazing, it won't benefit me.

Meet Dereje. Dereje has a problem!

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Step 1 (of 13) Section 1




Type your advice for Dereje here then click Submit


Submit

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Step 2 (of 13) Section 2

Tools for Engagement and Dialogue


- Facilitated meetings and events.
- [Role plays and games](#)
- [Study tours](#) and exchanges
- Networking events
- Participatory Video




The Happy Strategies game being played by NBDC Stakeholders

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 MODULE 9: Communications

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Step 2 (of 13) Section 2 ✓

Study Tours and Exchanges

For more information on the Learning Route initiative, [click here](#).


Photo credit: Making Rangelands Secure Facebook page

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Step 2 (of 13) Section 2 ✓

Engagement and Dialogue for Scaling Up



- Need to overcome systemic barriers in order to scale out research initiatives
- Use a range of communications media and build relationships
- Need strategy for awareness raising, engagement, and reinforcement




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Step 3 (of 13) Section 3



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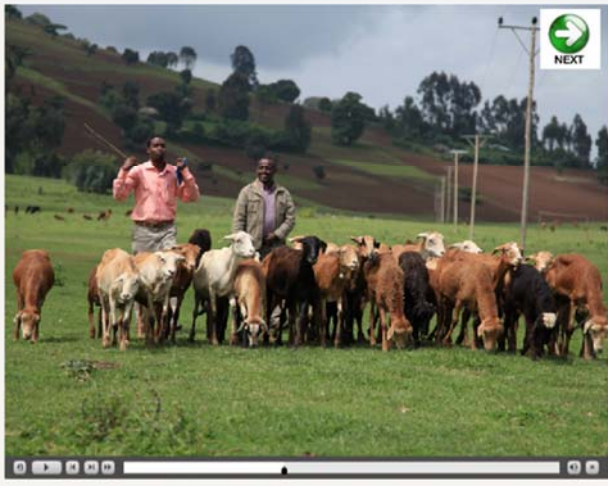
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Step 4 (of 13) Section 4



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Type your advice for Derris here and then click [Submit]

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Step 5 (of 13) Section 5

Documentation and Outreach Tools
Print media

Africa RISING documents

Recent Submissions

- Newsletters, newspapers, publications, and posters
- Need for organized repository with taxonomy, search and download facilities
- Wikis – one way to organize and share

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Step 5 (of 13) Section 5

Documentation and Outreach Tools Wikis

You are not a member of this wiki. [Join now](#) [Sign out](#)

Africa RISING

- Wiki Home
- Recent Changes
- Pages and Files
- Members

Home

About the Program

Institutional history

The Projects

- East and Southern Africa
- AR-Nalajala-Tubocha project
- Ethiopia Highlands
- West Africa

Program-wide work & teams

- Communication activities (also see Communication logos, templates, tools)
- Monitoring and evaluation (MAE)
- Science Advisory Group (SAG)

home

Africa RISING

"Transforming African agriculture through i

Supported by USAID as

(Disclaimer: This wiki is the working space for reports etc., and has various sorts of intended audiences, in the website <http://www.africa-ri.org>

As part of the US government's Feed the Future sub-Saharan Africa, the US Agency for International stakeholder agricultural research projects to its

The overall aim is to transform agricultural systems regions of Africa (see map)

- [West Africa, Sustainable intensification](#)
- [East and Southern Africa, Sustainable i](#)

- What is a wiki?
- Issues in choosing a wiki
 - Hosted or on your own server?
 - If hosted, do you need your own domain? Does it need to follow your organization's branding (colour, logos, fonts)?
 - Free and Open Source Software (FOSS) with no support or commercial with personal support?
 - Do you need the interface in a particular language?
 - Do you need to keep old versions of documents?

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Step 6 (of 13) Section 6

Documentation and Outreach Tools Digital media

- Digital Media: Video, photographs and photo films
- Personalized YouTube channels
- Online photo repositories – Yahoo Flickr, Google Picasa, or Instagram?
- Slideshare or Prezi

flickr You Explore Create Upload

ILRI International Livestock Research Institute

263 Followers • 59 Following

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Step 7 (of 13) Section 7

Documentation and Outreach Tools

Radio and Mobile messaging

- Radio
- Mobile messaging for nutrition and agriculture

GSMA report on mobile messaging best practice



http://www.gsma.com/mobilefordevelopment/ja/pal

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Step 8 (of 13) Section 8



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Step 9 (of 13) Section 9


Documentation and Outreach Tools
Blogging



- What makes a good blog?
 - Tell a story
 - Give the audience something they will want to share through social media
 - Use a catchy title
- Selecting a blogging tool
 - Hosted v's not hosted
 - Your own domain name (ILRI.wordpress.com or www.ILRI.net)?
 - Do you want to customize appearance or install your own [plug-ins](#)?
 - Ease of editing (Markdown, Restructured Text or Creole)





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Documentation and Outreach Tools
Social Media



Integrating social media into your outreach strategy

- Consider a platform Facebook page, or a LinkedIn group to create a sense of common identity and as a way to hear stakeholder voices outside platform meetings
- Link blogs to social media to reach out beyond your web site
- Encourage subscription to podcasts and blogs to build an ongoing social presence for platform activities
- Use Twitter, Digsby and Skype to help build platform social networks across regions












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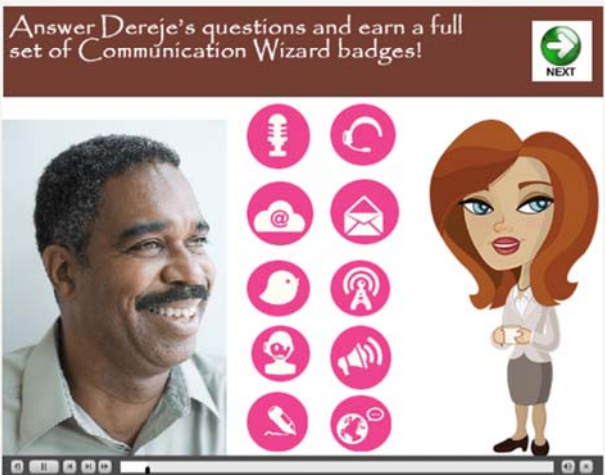
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Answer Dereje's questions and earn a full set of Communication Wizard badges!

NEXT



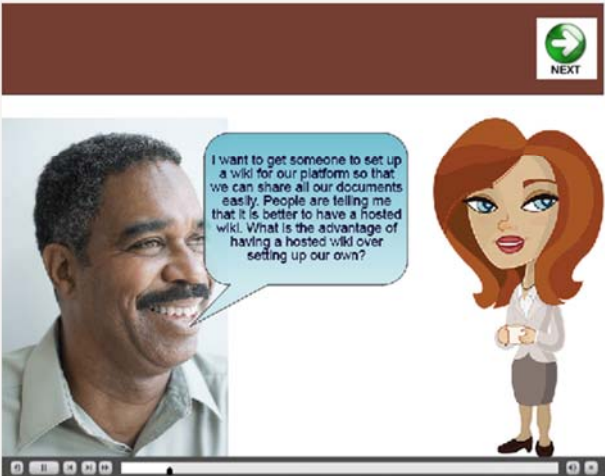
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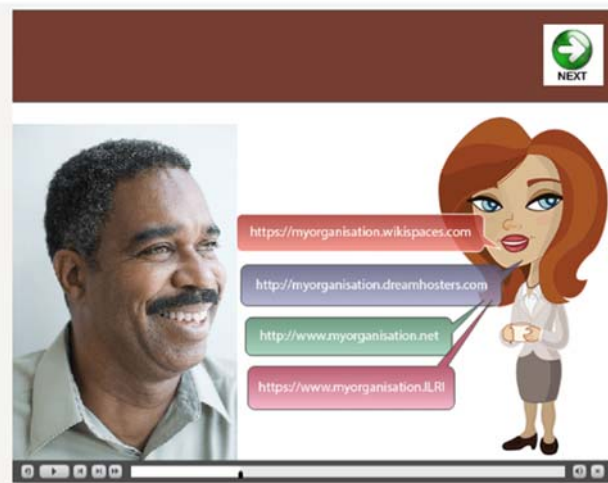


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I want our researchers to blog. Nobody is going to read their long reports if we can't hook them with a good blog. But which software to use. Everything seems to be a plug-in. Give me an example of software that you wouldn't call a plug-in.

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- Software that links your blog posts to your other posts through keywords
- Software that speeds up the loading time of your blog
- Software that allows you to back up your wiki database and blog
- Software that automatically sends out emails to your subscribers every time you publish a new blog

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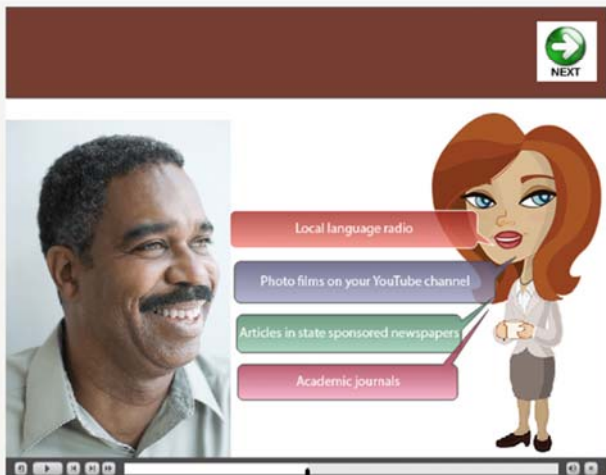
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- Local language radio
- Photo films on your YouTube channel
- Articles in state sponsored newspapers
- Academic journals

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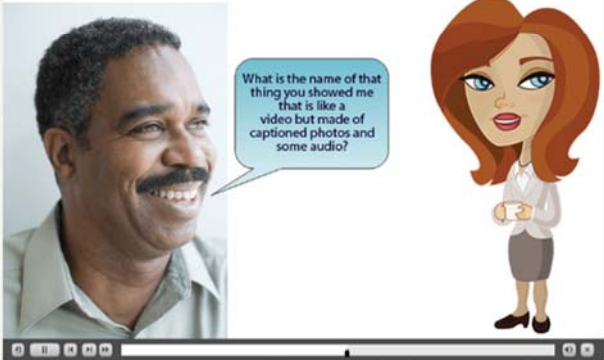
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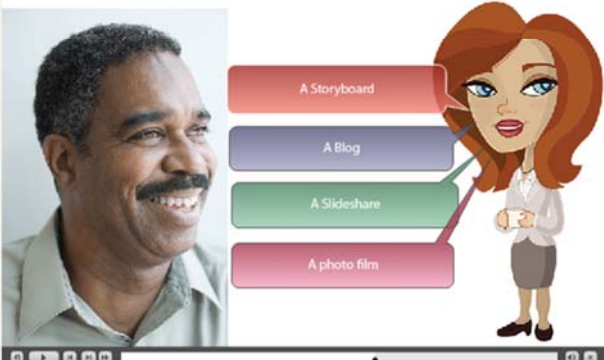
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Step 11 (of 13) Section 11







I've got some really useful PowerPoint presentations about the research we're doing. Is there an application I could use to put them online so that people could view them like a PowerPoint?







Flickr
Slideshare
Picasa
None of the above




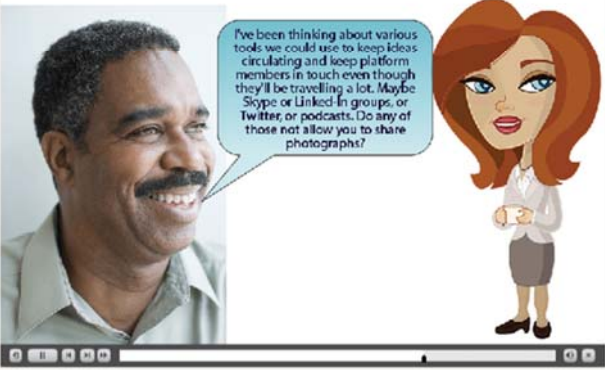
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I've been thinking about various tools we could use to keep ideas circulating and keep platform members in touch even though they'll be travelling a lot. Maybe Skype or Linked-In groups, or Twitter, or podcasts. Do any of those not allow you to share photographs?

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Skype

LinkedIn Groups

Twitter


Podcasts

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We want to get some feedback from our farmers. Most of them have mobile phones, but how can we collect data from them without them being charged?

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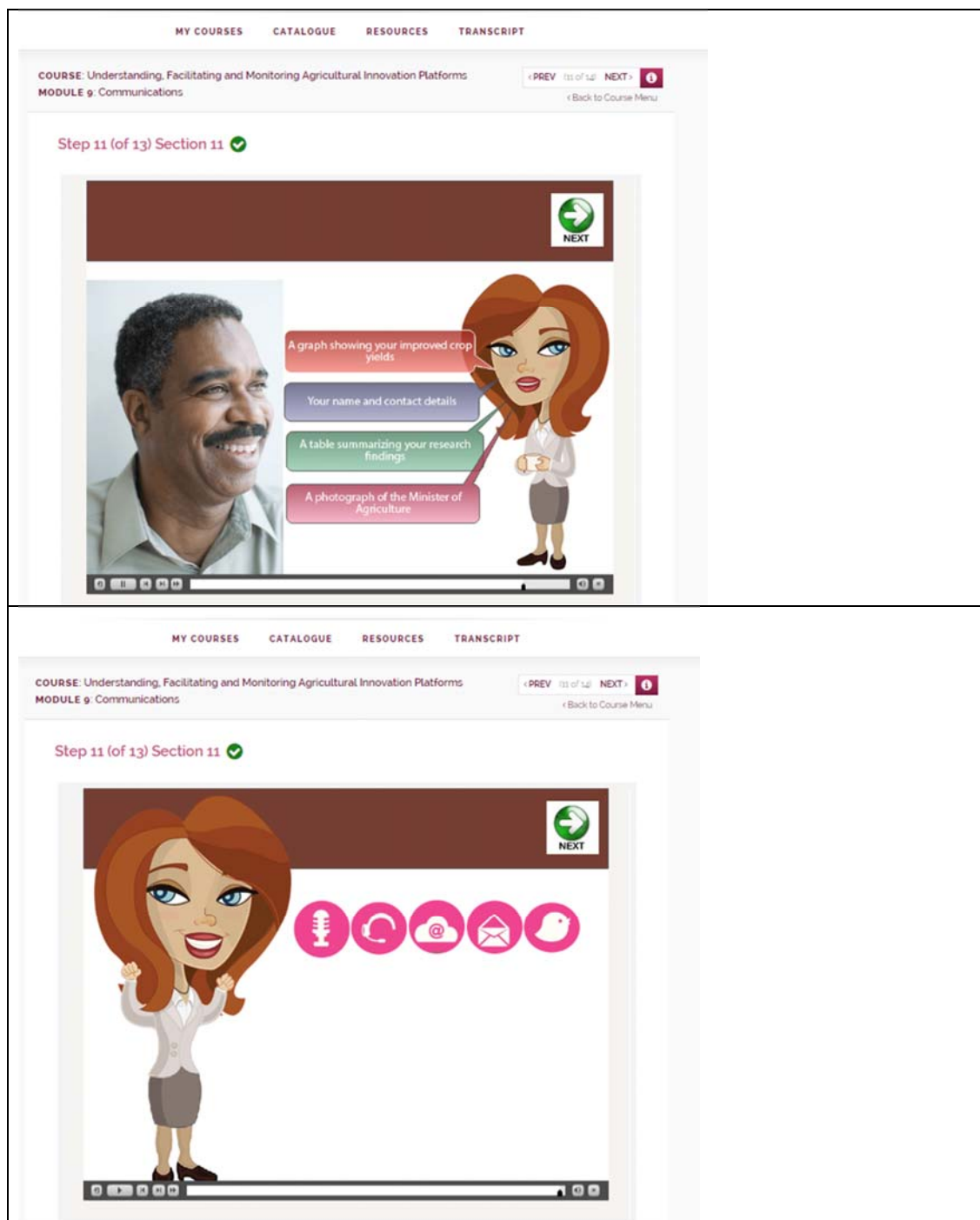
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We're designing a poster to attract farmers to attend a farmer field day. What would you say is the single most important thing that I should put on the poster?



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Step 12 (of 13) Section 12

Learning

- Participatory video
- Story telling
- After action reviews
- Learning games
- Journals
- Most significant change stories

"The universe is made of stories, not of atoms"

Muriel Rukeyser, Poet.

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Step 12 (of 13) Section 12

Write a Blog or Make a Photo Film

OPTION 1

Create a photo film related to research conducted under your platform. You may wish to make use of the [NBDC guide to developing digital stories and photo films](#). Upload the photo film to YouTube and submit the address of your YouTube video and a description of the primary audience targeted in the next Step.

OPTION 2

Use a free hosted blogging service to write your first blog. The blog should be related to research conducted under your platform. Upload the website address of your blog and a description of the primary audience targeted in the next Step.

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Step 13 (of 13) Upload Exercise 1

Click or drop a file here to upload.

Comments

Add Comment

Annex 3: HumidTropics Case Study Competition

Detailed Guidelines for Shortlisted Candidates

Writing Guidelines for The Humidtropics Innovation Platforms Case Study Competition

THE STRUCTURE OF YOUR CASE STUDY

A Case Study is a stand-alone record of the evolution of an organization, individual(s) or situation over a period of time, written with the objective of teaching it in classrooms and workshops.

Students and practitioners of the field should be able to understand the key challenges and solutions explored in the case, and it should give them enough new and important trends, lessons and frameworks to generate a lively discussion.

The following guidelines are intended to help case authors create a logical, analytical case. However, we understand that "no one size fits all," and case authors may adapt the guidelines to meet the demands of their particular case. Ultimately you should follow the structure that will help you examine and emphasize the lessons of the case study.

Note: *You need not use the Section Headings "Introduction," "Narration of the Case," etc. These are intended only to guide case authors in structuring the case initially. In fact, in the final draft, case authors should use section headings that are intriguing, suited to the subject matter and help guide the readers through the flow of the case.*

I. Introduction

Your introduction should draw the reader in and begin with briefly highlighting the main context, location, timeline, stakeholders, and challenge of the case.

The introduction should help situate the reader into the environment of the case and provide an intriguing look into the nature of the central challenge that the innovation platform resolved. Avoid creating a summary or abstract. Instead, the introduction should give a glimpse of what is to come and make the readers want to find out further.

A good technique to use is to set a scene for the reader that will illustrate the main problem faced by the protagonist. You may end the introduction with a few pointed questions whose answers are contained in the rest of the case. You may also hint at some of the achievements of the innovation platform so that the reader is curious to find out exactly how this impact was achieved.

II. Narration of the Case

This is the bulk of the case and should be ideally written in a chronological order of events. This section introduces the stakeholders, the environment and background information. It then sets up and explores the problem, before providing the solution developed. It will also

delineate the process through which this problem and solution was explored and lay down the timeline of the case. You may like to think through the following questions for this section:

a. Background Information

- What is the environment in which the innovation platform is operating?
- Describe the innovation platform and how it developed.
- Who are the key stakeholders?
- Lay out the *who, what, where* and *when*.

b. The Problem

- Provide information and scope of the problem. Why did the problem occur? What were the reasons, obstacles, distorted incentives, etc that led to the problem.
- What are the structural, geographical, economic, socio-cultural, technical, institutional, political constraints facing the target population or commodity chain?

c. The Solution/Intervention

- What solution or intervention did the innovation platform help create? What criteria and reasoning led to this solution?
- What alternative hypothesis or actions were considered/implemented? Why were they not deemed suitable? You should lead the reader through the process by which the best intervention or solution was explored, designed and implemented.
- What were the key challenges in the implementation of the intervention? How did stakeholders generate support, outreach and community consensus?

III. Impact Analysis

- What was the impact of the intervention generated by the innovation platform? What was the scale of this impact?
- Why and how did this impact occur? What were the key factors behind the success of the impact? If you can develop any relevant frameworks or patterns to summarize how the impact occurred, you should mention them here.
- Scalability is a key theme for this Case Study Competition. Explore what factors led to the scale produced.
- What about failures and remaining challenges? What are the areas of improvement? No platform or process is perfect. Shedding light on remaining challenges will better facilitate discussion regarding the case study.

IV. Conclusion and the Future

- Conclude with a summary of the case's key takeaways.
- Answer some of the Big Questions: What are the natural next steps in this field? How can the lessons or frameworks from this Case Study be applied in other contexts? What are some significant opportunities and challenges?
- What is the significance of the events described in the Case Study for Innovation Platforms overall? How are the lessons scalable and sustainable?
- Present suggestions and scenarios for the future. This is the part that will stay with readers and students the most, and is your chance to have a huge impact on future conversation regarding innovation platforms.

- Raise additional questions for the readers to think over.

Where to Get Information for Writing the Case

1. Interviews with stakeholders: The biggest, most crucial resource for any Case Study is first-hand interviews with stakeholders. Anecdotal evidence will help you narrate the events in the case better. These expert sources will also be able to direct you towards relevant facts and figures. To improve your analysis of the case, ask them about:

- Their greatest problems before the innovation platform.
- How they got involved with the platform and their experience with it.
- What intervention was decided and how? Discuss with them the process of creating, testing and implementing the intervention.
- What lessons they have learned. How can these lessons be imparted to others?
- What is next for them, and for innovation platforms? What are current best practices? What can be better?

2. Data: While interviews with multiple stakeholders will give you a feel for the timeline, the human story and the platforms, these narratives and insights must be supported by objective facts, figures, data, reports, etc. Any kind of objective data that helps you understand the impact and functioning of the particular information platform will be useful to collect.

3. Theory of innovation platforms: The CGIAR Innovation Platform Policy Briefs (accessible [here](#)) and the The KIT publication on Putting Heads Together (accessible [here](#)) contain extensive background information about platforms. It is also advisable to read the various theories of innovation platforms so you can explore more dimensions within your case.

4. Other Cases: See suggested list at the end of this document. Explore how the experiences of this particular Innovation Platform link to experiences in other platforms, and how the dynamics and language used in the cases can be applied in your own writing process.

5. Case Study Consultant: We have also made a Case Study Consultant available for you in the period leading to the application deadline. She will be able to help you think through different structures, answer any questions you may have, act as a sounding board, and provide assistance in polishing the analytical and narrative aspects of your case study.

GENERAL WRITING TIPS

1. Length: Case Studies should be 3000-5000 words in length, plus any [relevant](#) exhibits (e.g. figures, maps, charts or pictures). They should be comprehensive enough to illustrate the processes employed to solve challenges and lessons that emerged while using the innovation platform.

2. Style: Case Studies should be written in simple English and should use the simple past tense, unless discussing current, ongoing events or raising questions regarding the future. We encourage the use of active voice. While the Case examines a serious topic, it should

nevertheless be readable and engaging. To find an appropriate style, it would be best to focus on the end use: something that can be read widely and which can be a useful teaching tool in International Agricultural Research for Development (IAR4D) or institutions of higher learning. The Case should explain any technical or sector-specific term in simple English. This will ensure that the Case Study is accessible to readers from multiple disciplines.

3. It is crucial for authors to maintain a neutral style and avoid sensationalism, bias or opinion. Instead, cases should attempt to use facts and objective statements to make their case. The case study author is an impartial authority who clinically examines the details of the case, and presents these nuances with integrity and lack of exaggeration.

4. The Cases should be backed by verifiable data. You may use quotations from your interviews with stakeholders. You may also consult journal articles, research publications, news articles and other reputable sources for data or quotes to support your case.

5. You may present any relevant tables, figures, charts or graphs that help you make your case in the annexe. You may also present background data and figures here, if you think that they will help readers develop a deeper understanding of the case.

6. All facts, figures and data used from different sources must be accurate and must be cited using the Harvard style. For more information on Harvard style, please consult the guide [here](#).

LIST OF CASE STUDY EXAMPLES

Stanford Social Innovation Review: SSIR is a great resources for Case Study Writing, but there is a caveat to consider: SSIR may classify the links below as case studies, but they are essentially well written articles. Even though their format does not exactly suit our Competition, their narrative style, easy exposition and journalistic format should be very helpful. They are easier to grasp and far more engaging to read than many of the more traditional case studies - so consult for voice and writing style. Some examples include:
Acumen Fund Case Study: Good exploration of challenges and pitfalls. Well structured example of setting up a timeline of events.

Impact Hub Case Study: Looks at an innovation hub in real life. Great companion piece to read for Case Writers who are exploring the growing pains and structural challenges of innovation platforms.

Riders for Health Case Study: Looks at scaling up within the developing world context, which will help writers discuss issues of scale/sustainability (an issue, which, as per our call, isn't being explored enough in the current abstracts).

Acumen Fund Case Study: Check out [this case study](#). Imagine you replace Acumen with a particular innovation platform, and then explore its impact on multiple beneficiaries.

The **Humidtropics Innovation Platform Policy Briefs** (accessible [here](#)) and the The KIT publication on **Putting Heads Together** (accessible [here](#)) contain extensive background information about platforms. Putting heads together also have a collection of cases you may find useful.

Sitaram Rao Livelihoods Case Collections: Their past collection of winning cases can be accessed [here](#). These cases have a specific structure, where they set up the background, explore achievements and also refer to challenges/failures. However, they are

focused more on very specific cases in a very specific location, whereas for the Humidtropics competition would like to create more wide-ranging cases, with greater scale, which would ideally highlight the impact of a mature innovation platform across multiple locations and beneficiaries, if possible! Please keep this in mind if you emulate this particular approach.

The International Food and Agribusiness Management Review (IFAMA) Case Study Archive: Shorter cases, so don't always provide concrete details or the depth of analysis needed for such a case to be teachable in a University setting. However, some good cases can be found here. <http://www.ifama.org/i4a/pages/index.cfm?pageid=3319>

Notes on Writing Style and Content (sent to authors)

Notes on the Writing Style

1. Avoid jargon wherever possible. If you're using sector terminology, try to define it in a short phrase. It would be best to keep in mind that the readership will be diverse--from students studying agriculture to other practitioners working in developing countries. In order for the case to appeal to a wide-range of readers, it is best to use simple language that would be easily understandable to a non-technical person.

2. Instead of general subheadings, you may like to experiment with more engaging titles. So for instance, instead of "The Impact Analysis" you could write about "How VolteForce IP Doubled Income for Farmers in Uganda." Readers are always attracted to specific terms and are looking for "signposts"--little clues that tell them what is coming next. In your case study, feel free to use subheadings as signposts.

3. The subjects of the Case Studies are complicated and difficult to understand. The easiest way to explain them is to think: how will you explain it to a class of college students who have some background in agriculture, but are not yet specialists? You may not need to explain value chains, but you will need to explain a new hybrid technology specific to your sector, etc.

4. Sentences should be short. One of the biggest impediments to good writing is run-on sentences, which turn into paragraphs. Wherever you can, try breaking up sentences for better flow. Similarly, avoid long paragraphs of over 7-8 lines. Instead, shorter paragraphs will help readers enjoy your case study more.

5. The way in which IPs figured out the answer is not always the best way in which to explain that answer to readers. Instead of mere narration, you can use the case to tell a story. A good story has some element of suspense. So the way you set up the case should entice the reader to keep wanting to read the next section. End each section with something worth remembering and something that lets the reader know that there are lots of insights coming further in the case.

6. Give concrete examples wherever you can. If you have stories to tell about individual farmers who benefitted from the IP, tell them. It's even better if you can explain abstract ideas with small details that paint a scene for the reader.

7. Write in the active voice. Instead of saying "It was concluded by the members of the IP that..." it is better to say "The members of the IP concluded that..."

8. Feel free to include your own opinion. After studying the IPs for so long, you will have some rare insights into the present and future of IPs overall. The Conclusion of the Case Study is the perfect place to hypothesize and present your ideas about the IP field overall.

9. Avoid including extraneous details. Is the temperature in every season, or the name of every partner really necessary to include? Put in only those details that are crucial for readers to know. If other details are "good to know but not essential," they may be better off in the annexe.

10. One of the best revision techniques is to read your writing aloud. Is it too stiff or confusing? How would you rephrase it if you were giving a TED talk, instead of writing it down? The Case Study gives you room to explain BIG ideas in an easy to understand format, so speaking it aloud can be a useful exercise to figure out areas of your writing that are still too complex.

11. Choose a consistent tense throughout the Case Study. It is best to write in the simple past. Simple past example: "The IP members decided to include province X in its initial experiment."

12. Use analogies and questions. Analogies are useful when you want to explain some highly technical concept in lay man's terms.

And rhetorical questions are one of the best techniques in writing. You can ask questions at the beginning of key sections. For instance, you could ask "Was it possible for the Alpha IP to overcome the distribution challenges that had plagued farmers in Hissar, India for centuries?" and then proceed to answer that question using concrete examples of its success.

Notes on the Content

1. Remember to describe the "PROCESS" by which the IP discovered, tested and implemented the solutions. The working of the IP is crucial to understand for readers, so do take the time to develop this section in detail.

2. Do consider the questions of scalability and sustainability, with regards to the specific IP you are writing about. These questions are crucial for the competition, and for the readers. The biggest question in the IP field today is not whether IPs work, but rather: "How can we scale and replicate successful IPs?" This is a crucial question that the conclusion of your Case Study should try to address.

Annex 4: Improving IP Performance in Uganda



By Anna Sole Amat (a.sole@cgiar.org)

Humidtropics, a CGIAR Research Program led by IITA, seeks to transform the lives of the rural poor in tropical America, Asia and Africa. Research organizations involved in core partnership with Humidtropics are [AVRDC](#), [Bioversity International](#), [CIAT](#), [CIP](#), [FARA](#), [icipe](#), [ICRAF](#), [ILRI](#), [IITA](#), [IWMI](#) and [WUR](#). humidtropics.cgiar.org

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<http://humidtropics.cgiar.org>



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Executivesummary

The CGIAR Research Program in the Humid Tropics area (hereafter Humidtropics) aims to reduce rural poverty, increase food security, improve health and nutrition and stimulate sustainable resource management. It is based on integrative systems approach to agricultural innovation using multi-stakeholder interaction. Innovation platforms (IP) are key to Humidtropics and in Uganda there are two very active IPs in rural and peri- urban areas.

Based on feedback from a needs assessment, on the 20th and 21st of October 2015, with financial support from the Humidtropics capacity development office led by the International Livestock Research Institute (ILRI), a training was organized by the Uganda Humidtropics secretariat composed of the International Institute of Tropical Agriculture (IITA), Makerere University, the National Agriculture Research Organization (NARO) and The World Vegetable Centre (AVRDC).

Informed by the needs assessment, the proposed plan action constituted capacity development for two (2) Humidtropics IPs: Mukono-Wakiso, which is a peri-urban platform focusing mainly on vegetables, and Kiboga-Kyankwanzi platform that is situated in rural settings and focuses mainly on soybean. Both these platforms were formed in February 2014 with Mukono-Wakiso having selected the entry points of vegetables-livestock-banana-Agroforestry while Kiboga-Kyankwanzi focused on soybean-maize-livestock –banana-Agroforestry.

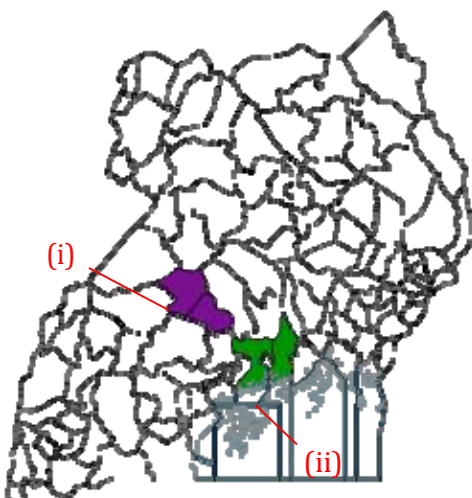


Figure 1. (i) Kiboga/Kyankwanzi district and (ii) Mukono/Wakiso district.

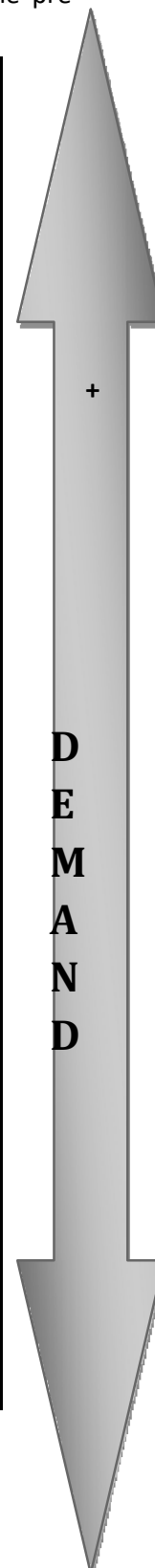
For (i) Kiboga-Kyankwanzi significant progress has been made in terms of overcoming the production constraints related to the entry point, some of the progress steps include: soybean business plan development for seed procurement, soil fertility management, peer to peer promotional horizontal scaling and school porridge enrichment. While this progress is commendable, outstanding gaps still remain and they include IP leadership and innovations for soybean-livestock system integration on a sustainable basis. Similarly, for (ii) Mukono-Wakiso IP significant progress has been made on the entry point of vegetables and some key steps include the introduction of vegetable kits by AVRDC,

varietal evaluation, understanding of marketing constraints, formation of the Uganda Youth Agripreneurs (UYA), institutionalization of Humidtropics in Mukono district planning structures. Some of the outstanding challenges that remain include generating innovations for ensuring full integration of the vegetables -livestock –banana agroforestry system and how to simultaneously manage the ongoing horizontal and vertical scaling sustainably. Therefore this training was designed to respond to the training needs for both IP executives in a demand driven manner. They build on past trainings but target outstanding challenges faced by the IPs. The trainings for the IP executives will take the form of a learning cycle consisting of 2 residential training blocks and interspersed by 2 periods of field experimentation/follow up learning.

The training covered part of the needs raised by the platform members in the pre-assessment form.

Business plan development / Joint Zonal Investment Planning How to develop business plan How to develop joint investment plans with different stakeholders
ICT, Communication and documentation Training on computer tools to improve internal communication Training on computer tools to improve organization Training on social media Training on computer to write reports using different tools Training on making presentations
Resource mobilization/ Writing Proposal How to write proposals Search for calls and how to respond to specific calls
Marketing Market models Linking farmers to input and output market
Financial literacy and functionality of VSLAs Budget writing Record keeping Organizational development of Self Help Groups (SHGs)
Governance, group dynamics, leadership and team building Group dynamics for better teamwork Different techniques to improve team and ownership Conflict management
Value Chain Policies New technologies Links
Agro-processing / Postharvest handling Policy Techniques and new technologies in different farm enterprises Value addition
Adaptation Climate Change What is climate change? How climate change can affect Uganda Climate Change Policy in Uganda Climate-resilient agricultural practices / Climate Smart Agriculture
Soil fertility management Soil fertility tests / Organic and inorganic inputs Soil management techniques

Table 1. Results from the preform filled by the executive committee members from the two IPs in Uganda.



From the needs assessment form, the two blocks with more demand to improve IPs performance and sustainability were Business/Financial trainings and Communication and group strengthening.

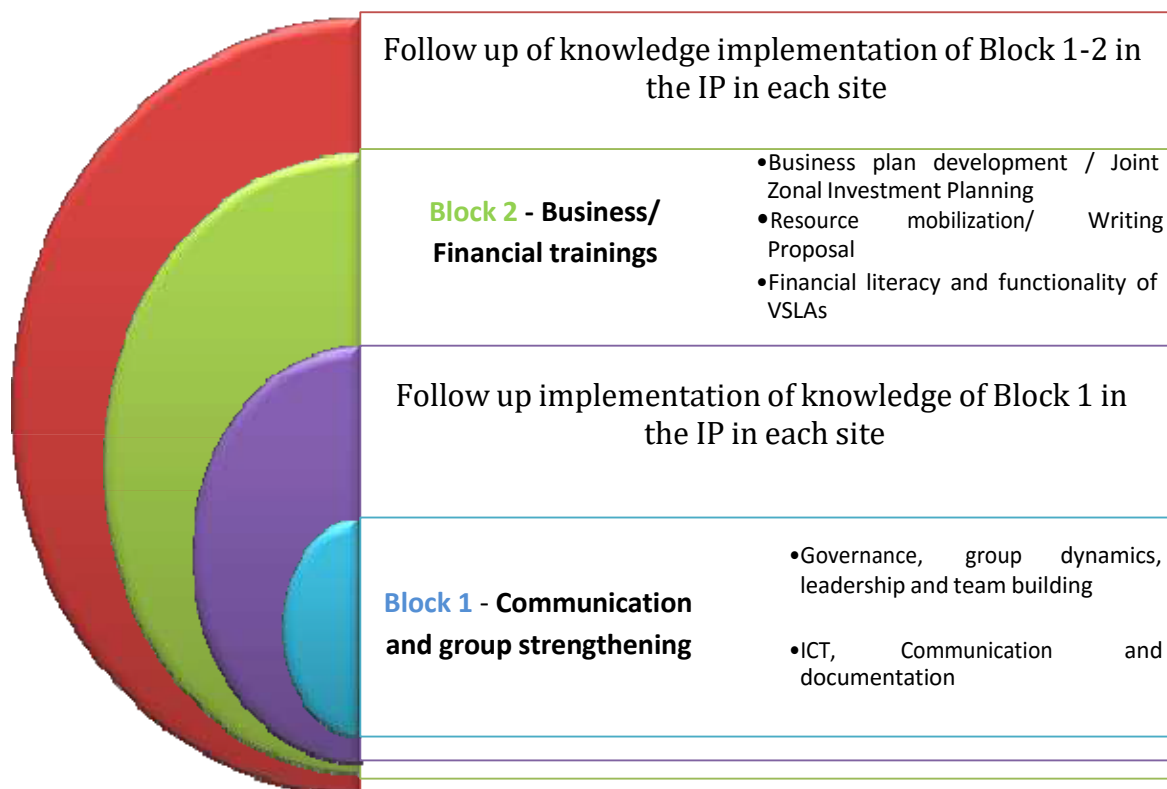


Figure 2. Structure of the training blocks and the follow up activities.

The content of each of these blocks is described in detail in the body of this report, including its objectives, reflection on preforms (if applicable), overview of session activities and reflection and suggestions for improvement (feedback forms review). All the materials and manuals are available in this report as well as the program and other information of interest.

Workshop sessions

Module 1- Governance, group dynamics, leadership and team building

Governance, group dynamics, leadership and team building blocks of this module were identified by the executive committee as important issues for the success of the two platforms. This module was designed by Professor Moses Tenywa, Makerere University and Humidtropics national facilitator to improve the performance of the platform. There was need to increase awareness and knowledge on how to deal with conflicts and groups dynamics that any group of people working together can faced. The main objectives of this training module were:

Objectives

- To understand process and participation of a functional platform.
- To understand components of groups and its dynamics.
- To identify which are the critical steps for improving group dynamics.
- To learn the importance of conflict management and decision making for effective performance of the platform.

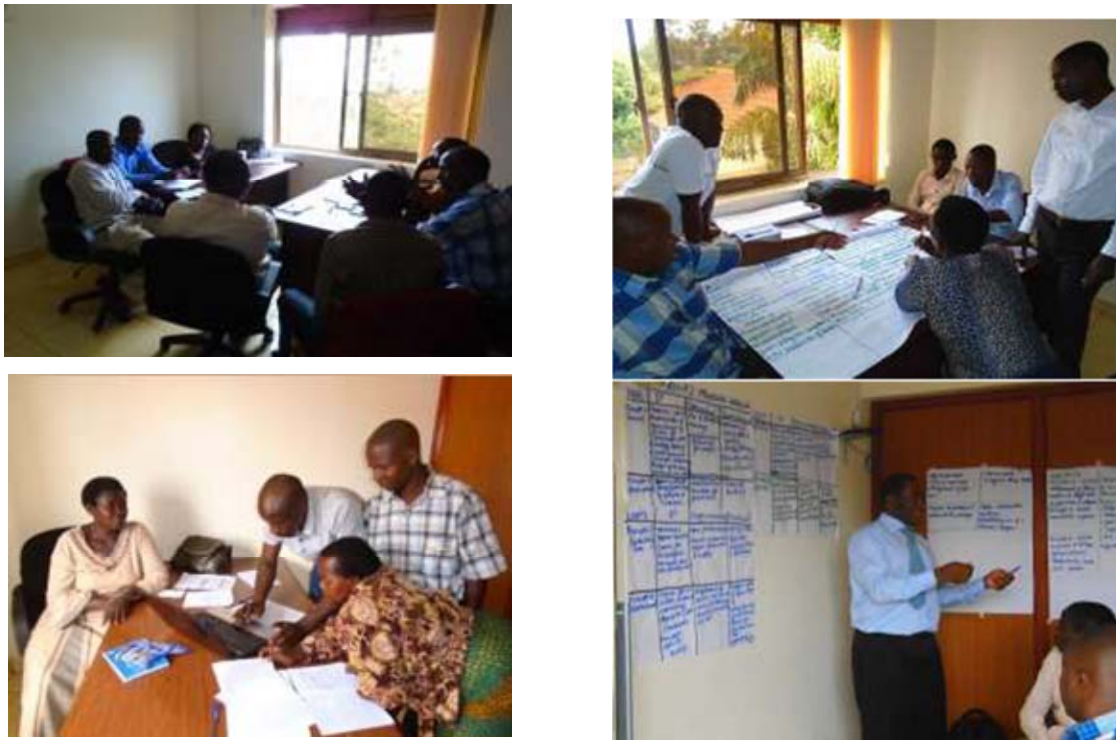
Overview of session activities

Within Module 1, two sessions were developed. Professor Moses Tenywa led on the Innovation platform management training. His background on multi-stakeholder platform facilitator and the experience and depth knowledge on these two IPs as Humidtropics national facilitator, gave him the chance to develop a hand-fit training on platform management tackling team work and groups dynamics.

As part of his training the group was split in 4 groups and they were tasked to think about how the Integrated Agricultural Research for Development (IAR4D) Principles can be implemented in their platform. The principals they had to work on were:

1. Economic principle
2. Participation principle
3. Globalization principle
4. Institutional principle
5. Structural principle
6. Process principle

The work done by the different groups can be found [in the annex](#).



Picture 1. Different groups working on the assignment and the trainer explaining and comparing results.

In the afternoon session, Professor Charles Muyanja (who has a background of a facilitator in the challenge program) held the training on conflict management. First they discussed understanding the meaning of team and which are the factors that can create conflict in a group of people working together and also what the best ways are to handle them.



Picture 2. Professor Charles Muyanja discussing the meaning of “TEAM” and conflict management approaches.

Reflection and suggestions for improvement

IP members realized the importance of group work and how handling conflicts in a healthy manner can have a direct impact on the performance of the platform.

Managing the platform, understanding which ways challenges can be faced as a team and working to achieve outcomes jointly were important lessons taken by the participants.

The feedback received from the participants was very positive and many had commented on the importance of this training, at this point in time, as the IPs are evolving towards another phase. This knowledge can be very handy to achieve the objectives of this new phase. Please find feedback document in the [Annex](#).

A. Module 2 - ICT, Communication and documentation

All the IP members identified communication as a critical point within the platform for better functioning. Failing to communicate in a proper way was identified as a possible cause of conflict, disinformation and poor management of activities.

This module includes a joint training to develop a simple communication strategy at internal and external level and two sets of different trainings with different levels on computer tools to improve organization and communication, social media and how to write a good report.

Objectives

- To develop a Communication strategy at both internal and external level.
- A level 0 to learn basic computer tools to improve communication.

- At level 1, to gain knowledge on computer tools that can help organize the platform as at the same time help to improve communication between members.
- To learn basic knowledge in the different and more popular social media tools available.
- To learn the must content of different kind of documentation.
- To learn computer tools to produce quality documents.

Reflection on pre-forms

For the communication strategy training, preforms were not done. However the rest of the communication trainings regarding computer tools, reporting and social media, had preforms to be able to inform better the trainer about the knowledge level of the participants. Therefore the trainers were able to divide the participants in different trainings groups according to their knowledge.

For the computer tools to better organize and communicate within the platform, the results showed that there were two clear group, those that usually use computers in their work, and therefore they have more knowledge and those that access to computer is more limited. Having this in mind two groups were formed according to their knowledge level and different content was passed. The preform information can be find [in the annex](#).

To understand better the knowledge that members have regarding social medial, the preform was filled and the results showed that most members know about Facebook, Whatsapp and Wikipedia however most were used to Facebook, Whatsapp and Skype. However their knowledge was not very deep and most of the members wanted to know more about all tools. To learn more details, please check the [annex](#).

To learn what IP members understand as the must content in certain document but also what level do they have in Microsoft Word to produce good looking documents, a preform was filled and the results showed that they write many different documents but there is need to learn better on how to produce them. To find the full report, please follow to the [annex](#).

Overview of session activities

The morning session consisted in a half an hour presentation to explain the role of communication and how to develop a simple action focus communication strategy at two levels (internal and external).

Each platform was divided into two and one group of the platform worked on the internal communication plan as the other group worked on the external one.

Once the groups presented some comments were raised and it was agreed that the trainer was going to work on some extra feedback on the communication plan and the different members were going to work a bit on it so it can be presented in the next IP meeting.



Picture 3. Different group developing the communication strategy.

In the afternoon session the group was split in three, one group received the social media trainings and the other two trainings were about computer tools for better work organization but for two focused at different levels.

The social media training gave an overview of Internet and social media concept and afterward there was a brief introduction of the most used or practical tools.

The two different level trainings on computer tools were taking place simultaneously, while one trainer was teaching the basic on internet and email, the other was focused on other tools like Google Account and its apps (Calendar, Google Docs, Google groups,...), Doodle, Dropbox, and so on.



Picture 4. Training about computer tools to improve communication within the platform at two different levels.

Finally the last session was about how to produce a good looking report. First it was explained the must content of important documents as reports, minutes, formal letter and formal emails. Afterwards different tools on Microsoft word were explained to improve writing documents in a more efficient and professional way.



Picture 5. How to write a good looking report training.

Reflection and suggestions for improvement

Overall the training was successful; while most of the platform members are directly engaged with agriculture, they made clear that their communication skills needed to be improved.

The communication strategy helped them to open their mind about the importance of communication and how to better use the tools available to improve communication within and outside the platform.

The other trainings gave the members tools to improve their communication in a more technological way.

The feedback was positive and members were happy to have learnt more about communication in general. Although there is plan to have a follow up meeting in the different IPs to get the impact of these trainings there are some signs already showing that some members are using some of the tools and knowledge gained in these trainings. For example some of the members are using social media, emails and reporting in a better way than before.

Workshop materials

All materials can be found following this link:

<https://drive.google.com/open?id=0B1PXfazDedIORXFDUk0YnR6QIE>

Below the breakdown of each training with the materials given (presentation/manuals):

DAY 1- <https://drive.google.com/open?id=0B1PXfazDedIOcnMtRFpjNkZ1UG8>

IP management, conflict management, team work:

<https://drive.google.com/open?id=0B1PXfazDedIOLUhjUEVydFRYb1E>

Case study:

<https://drive.google.com/file/d/0B1PXfazDedIOdERLRmcYVWxIM1E/view?usp=sharing>

DAY 2 - <https://drive.google.com/open?id=0B1PXfazDedIOU0RuT09vOWtNR1k>

Communication strategy:

<https://drive.google.com/open?id=0B1PXfazDedIOTIU0TVR0Q21ZQ00>

Communication strategy Links of interest:

<https://drive.google.com/open?id=0B1PXfazDedIORE5TUFZMMjRQM1E>

Social Media: <https://drive.google.com/open?id=0B1PXfazDedIOUFkyRjFfS1FJMHc>

Social media links of interest:

<https://drive.google.com/open?id=0B1PXfazDedIONFpJUHFic1NGRms>

Computer tools to better organize and communicate:

Level0: <https://drive.google.com/open?id=0B7AF4Jdctd89N1N4dzFZeDB5ZEK>

Level1: <https://drive.google.com/open?id=0B1PXfazDedIOdEdZb1V2V3dZa1U>

How to write a good looking report:

<https://drive.google.com/open?id=0B1PXfazDedIONUhNMG9JR2xLV28>

The must content: <https://drive.google.com/open?id=0B1PXfazDedIOdEdZb1V2V3dZa1U>

Annex

B. Group work – Module 1

Mukono/Wakiso Group 1

Principal	IP	Organizational	Institutional
Economic	<ul style="list-style-type: none"> • Signing MoU's. • Improve/clear feedback channels. • PPP (Public, private and partnership) 	<ul style="list-style-type: none"> • Participatory /farmer led development of workplans • Regular reviews and planning • Strong M&E teams 	<ul style="list-style-type: none"> • Participatory development of workplans • Strong participatory M&E
Participation	Goals should take care of interests of all stakeholders	<ul style="list-style-type: none"> • Creating awareness about the IP approach • Public private partnership 	Documentation of indigenous practices
Globalization	Involve more stakeholders beyond those in our region	Validating success innovations (do they work ?)	<ul style="list-style-type: none"> • Documentation • Exchange visits • Participatory proposal development
Institutional	Involve policy makers at all levels in all meetings	Policy makers giving more to institutions	
Structural	Clear roles		
Process		Integrate the process in the research	Make sure all stakeholders are in

Mukono/Wakiso Group 2

Principal	IP	Organizational	Institutional
Economic	<ul style="list-style-type: none"> • Address production • Mobilization and recruitment of farmers for sustainable production • Strategy/planning • Create backward linkages – networking • Follow up to ensure contracts are met and sourcing credit. 	<ul style="list-style-type: none"> • Plan and strategize • Training • Mobilization and sourcing for product 	<ul style="list-style-type: none"> • Networking • Signing MoUs and contracts • Strategy/Planning • Provide funding • Regulate prices • Set prices

Participation	Facilitate formation of networks and linkages	<ul style="list-style-type: none"> • Mobilization • Facilitate group formation 	Capacity building
Globalization	<ul style="list-style-type: none"> • Networks beyond borders • Source for technologies, markets, business partners,... 	<ul style="list-style-type: none"> • Form partnerships • Ensure sustainability i.e. production and supply 	<ul style="list-style-type: none"> • Signing MoUs • Effecting drafting policies and agreements
Institutional	<ul style="list-style-type: none"> • Engage government and other relevant institutions • Regulate/set standards • Facilitate capacity building 	Implementing – agreed set standards e.g. ensuring quality standards are met	<ul style="list-style-type: none"> • Engage government and other organizations • Setting quality control measures • Ensuring standards are met • Capacity building
Structural	<ul style="list-style-type: none"> • Ensuring engagement of all relevant stakeholders e.g. buyers and farmers • Encourage formation of cooperatives 	<ul style="list-style-type: none"> • Formation of cooperatives • Engaging farmers on contractual farming 	<ul style="list-style-type: none"> • Signing MoUs • Capacity building • Regulate cooperatives
Process	<ul style="list-style-type: none"> • Sourcing for potential buyers (networking) • Foster innovations in value addition • Source for credit • Engage policy makers to create enabling environment 	<ul style="list-style-type: none"> • Action research • Value addition processing • Source for credit • Capacity building 	<ul style="list-style-type: none"> • Ensuring quality • Rewarding systemness • Regulate policies • Policy advocacy

Kiboga/Kyankwanzi Group 1

Principal	IP	Organizational	Institutional
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Economic	<ul style="list-style-type: none"> • Market assurance and quality • Proper ways of introduction in relation to the demand. • Feeds : quality and 	<ul style="list-style-type: none"> • Financial support • Strengthen farmer groups by giving group loans • Elimination of middle men. Direct access to farmer 	<ul style="list-style-type: none"> • Specific training on feed, row material soybean • Access to good quality feeds and breeds • Veterinary services
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	<ul style="list-style-type: none"> quantity ratios • Share responsibilities 	<ul style="list-style-type: none"> groups • Specified market days and establishment of collection centers 	<ul style="list-style-type: none"> • Empowerment of extension workers
Participation	<ul style="list-style-type: none"> • Reaction of multistakeholders [platforms at the different structure (SNOT)] • Formation of specific piggery groups (multistakeholders) • Financial management training in VSLA 	<ul style="list-style-type: none"> • Between markets and efficiency and effectiveness • Managing sales • Curriculum change • Financial institution given • Information current market prices 	<ul style="list-style-type: none"> • Construction and collecting markets • Collaboration/ Networking • Establishing of a demonstration center • Construction of collection center • Signing MoUs • Licensing/ documentation
Globalization	<ul style="list-style-type: none"> • Learning visits • Organizing and participating in agricultural shows • Field days • Market visits • Information sharing – horizontal and vertical • Actions and other routine meetings 	<ul style="list-style-type: none"> • Radio talks shows • Publications • Website updates • Focus groups discussions 	<ul style="list-style-type: none"> • Monitoring and evaluation • Partnership
Institutional	<ul style="list-style-type: none"> • Sensitization of LCs on the technology • Formation of bye-laws through the existing structures 	<ul style="list-style-type: none"> • Policy awareness • Enforcement of bye-laws 	Influence policy issues
Structural	<ul style="list-style-type: none"> • Proper documentation • Follow up on innovations • Best practices • Trainings 		
Process	HH improvement strategies including youth channels in production		

Principal	IP	Organizational	Institutional
Economic	<ul style="list-style-type: none"> Involve stakeholders in income-based research projects, e.g. piggery, poultry and dairy Having active staff IP coordinating office. 	<ul style="list-style-type: none"> Training beneficiaries in more IGAs e.g. Financial mgt Collaboration with farmers organization in VCM Strengthening and supporting VSLA into functioning 	<ul style="list-style-type: none"> LGs collaboration with IPs to stabilize prices, markets – policies/by-laws.
Participation	<ul style="list-style-type: none"> Involvement of LLGs like sub-counties, parishes and village level leadership in IP work Operationalise sub-committees at all levels. Promote farmers' participation through strengthening communication and networking 	<ul style="list-style-type: none"> Active involvement of local NGO, CBOs and other CSOs R4D activities. Revising the curriculum for high institutions to be result based. 	<ul style="list-style-type: none"> Multi-stakeholder partnership e.g. the IP and LGs during planning, implementation and Evaluation
Globalization	<ul style="list-style-type: none"> Information sharing about the platform work. Business proposal development and submission 	<ul style="list-style-type: none"> Involving IP planned activities in the organization budgets 	<ul style="list-style-type: none"> Involving other national and international platforms in marketing and value addition Exchange visits between IPs of different regions
Institutional	<ul style="list-style-type: none"> Drawing a common understanding of policies that impact on the platforms performance 	<ul style="list-style-type: none"> Collaboration of organizations to formulate useful policies for the existing problems Training extension workers 	<ul style="list-style-type: none"> Collaborate with policy makers at all levels to understand the existing problems.

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2015

Structural	<ul style="list-style-type: none"> • Understanding the framework and functioning of the 	<ul style="list-style-type: none"> • Organizations need to identify a representative 	<ul style="list-style-type: none"> • Collaborations between the IPs, Organization and
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	platform from top to bottom (farmers)	on the IP (e.g. schools)	LGs to for an institution structure.
Process	<ul style="list-style-type: none"> Strengthen the new innovations in VCM e.g., vc on agri commodities like soy & maize 	<ul style="list-style-type: none"> Facilitating new innovation in terms of finance, research and documentation/publication Insurance of farmers' activities. 	<ul style="list-style-type: none"> Creating marketing opportunities for IP products. Extending grants through proposal writing

C. Group work – Module 2

Communication strategy for internal and external communication for both IPs:

KIBOGA / KYANKWANZI IP - Internal Communication Strategy

PARAMETERS	INTERNAL
Current situation	Face to face meetings Through phone calls Through internet (Facebook, emails, sms, Whatsapp etc.) Trainings among the IP members
Know your audience	IP staffs Local government representatives NGOs representatives Researchers (international institution and Universities) Farmers' representatives Private sector representatives
Set objectives	Planning for trainings to improve on: Documentation and reporting in the IP Presentations and reporting Planning for the effective way of sharing the reports
Identify right channels and tools	TOOLS Internet Emails Social media like Facebook, Whatsapp, sms Face to face IP meetings to communicate to members Capacity building trainings among the IP staff members Community radios

Realistic action points to implement	<p>Planning to have a coordination office to improve on communication</p> <p>Planning in the next platform meeting to discuss about the recruitment of a communication officer.</p> <p>Planning to develop a data base where information can be kept</p>
--------------------------------------	--

Members

Basiita Richard Bolton
 Najjemba Anna Maria
 Nabongo Yakubu Namusoke
 Merab Takirambudde
 Nathan

KIBOGA / KYANKWANZI IP – External Communication Strategy

PARAMETERS	EXTERNAL
Current situation	<p>Market visits by IP representatives</p> <p>Writing letters to CDOs, CSO, DPOs, identified farmers leaders</p> <p>Phone calls, sms, face-to-face</p>
Know your audience	<p>Local Government</p> <p>Prominent farmers,</p> <p>Partners in development</p> <p>Farmers groups</p> <p>Businessmen</p>
Set objectives	<ul style="list-style-type: none"> • Create awareness to stakeholders as a way forward to gain active participation and involvement. • To empower stakeholders with skills. E.g. Knowledge to achieve high production and improved performance every agricultural season. • To help acquire timely steady/stable markets through ICT systems, sms and phone calls. • Help farmer groups to access financial support at less interest rate to improve production, HH and income. • Easy collective accessibility to farm inputs to improve quality and quantity in produce.
Identify right channels and tools	<ul style="list-style-type: none"> • Internet – Website, emails, mobile phones. • Fairs – Agricultural, trade, exhibitions, posters, brochures. • Local Radio station: radio talk shows, community radios, .. • Farmers' field days: Demonstration garden, lectures, sharing experience, success stories, best practices. • Dialogues/Conferences/Petitions: face to face meeting, citizen hearings, focus groups discussions.

Realistic action points to implement	<ul style="list-style-type: none"> • Establishment an effective communication community. • Acquisition of funds to implement a sms communication system from partners in development. • Establish a relationship with information providers. E.g.: Farmgain
--------------------------------------	--

Members James Wandera
 Ronald Denye
 Lukwago Patrick
 Luwandagga David
 Gwaliwa Christine

MUKONO / WAKISO IP – Internal Communication Strategy

PARAMETERS	INTERNAL
Current situation	Email, Whatsapp, SMS and/or phone calls, IP meetings (monthly), trainings, website link
Know your audience	NGOs: VEDCO, LASMOTEC; LG: Mukono & Wakiso, Private sector: Farmgain; NARS: MUZARDI; CGIAR: AVRDC. IITA, ILRI; Farmer federations; Academia: Universities, students; Youth Groups: UYA.
Set objectives	<ul style="list-style-type: none"> • To share and harmonize monthly workplans. • Strengthen the linkages between the IP, individual organizations and secretariat. • To develop specific and/or appropriate common channels. • To improve the capacity of IP members to different channels
Identify right channels and tools	<ul style="list-style-type: none"> • Internet (for Research institutes, private sector) – Email, Google calendar, Dropbox. • Phone (farmer representatives) – SMS, Calls, Whatsapp • Meetings / “Get together” (All members) – Agenda, reports, workplans.
Realistic action points to implement	<ul style="list-style-type: none"> • Review the emailing list, Whatsapp contacts. • Profile (grouping) IP members • Training • Develop joint workplans • Increase facilitation – Update link, maintenance • Streamline the communication structure

Members Kibuuka
 Patricia Mutalya
 Innocent Allen
 Molly Okalebo
 Moses Kigoonya
 Deoson Crespo
 Mubbalya Winnie
 UNFFE

MUKONO / WAKISO IP – External Communication Strategy

PARAMETERS	EXTERNAL
Current situation	Emails, publications, mobile phone, telephone, face to face: workshops, trainings, meetings
Know your audience	Buyers, Funders, Press, Facilitators (researchers), Farmers, Processors, Input dealers, CBO;s, NGO's, Government
Set objectives	<ul style="list-style-type: none"> • Information dissemination to relevant stakeholders about IP activities. • To solicited funding from potential donors. • To enhance networking with relevant partners. • To source for technical expertise for capacity building of IP and its partners.
Identify right channels and tools	<ul style="list-style-type: none"> • Face to face: Meetings, workshops, conferences, Exhibitions, demonstrations. • Internet: Emails, Blogs, Social media (Facebook, Twitter, etc.), publications, website, YouTube,... • Print Media: Newspaper, Journal, publications, magazines, brochures, files, factsheets, business cards, and books. • Press media: Radio shows, TV shows, Press conferences, documentaries, Advertisement, announcements.
Realistic action points to implement	<ul style="list-style-type: none"> • Radio talk shows once every week for one month. • At least 2 proposals & business plans • Trainings at least 4 per year. • IP website developed. • Documentation & Publication of IP activities and success stories. • IP marketing and public relations development • Development IP brochures, fliers, business cards • IP registration to secure address and formal recognition

Members Ssemakalu
 Denis Ssemaganda
 Edward Bamutiire
 Seppie Evans
 Kibirango Immaculate
 Mugisha

A. Pre forms

Social media pre-form

Which tools do know?

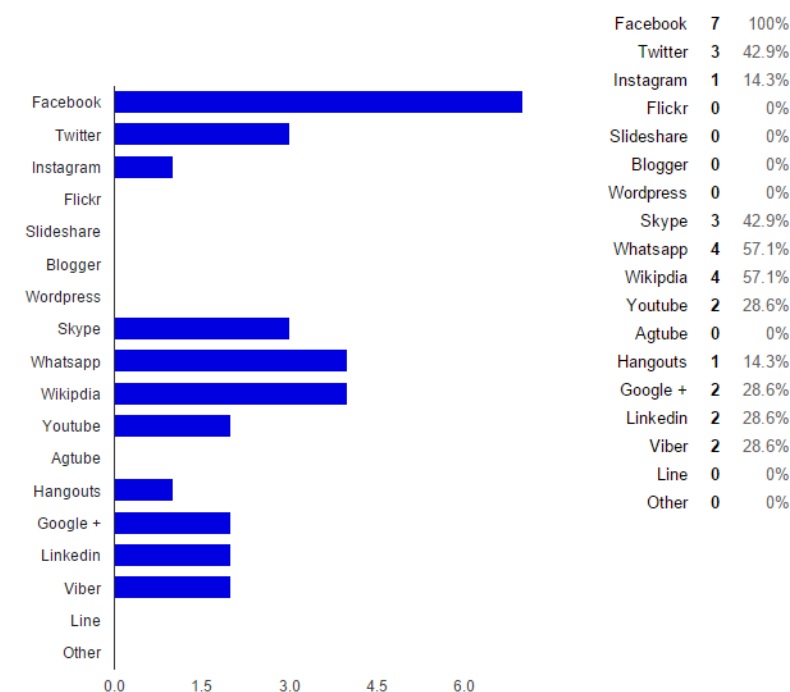


Figure 3. Tools that IP members know about or had heard about them.

Which tools do you use?

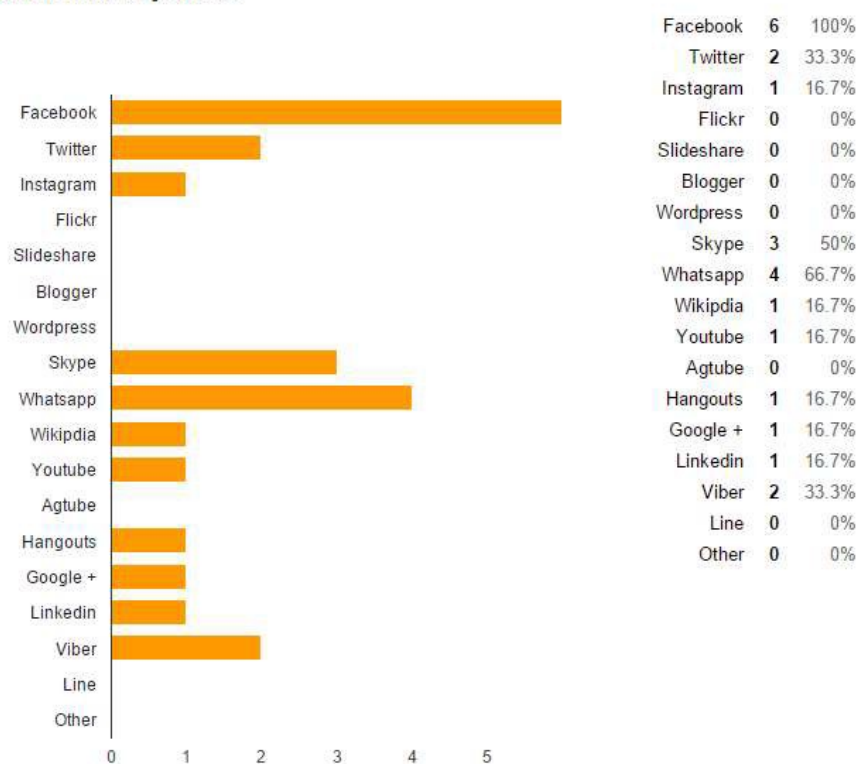


Figure 4. Social media tools that members use.

Which tools do you want to know more about in this training?

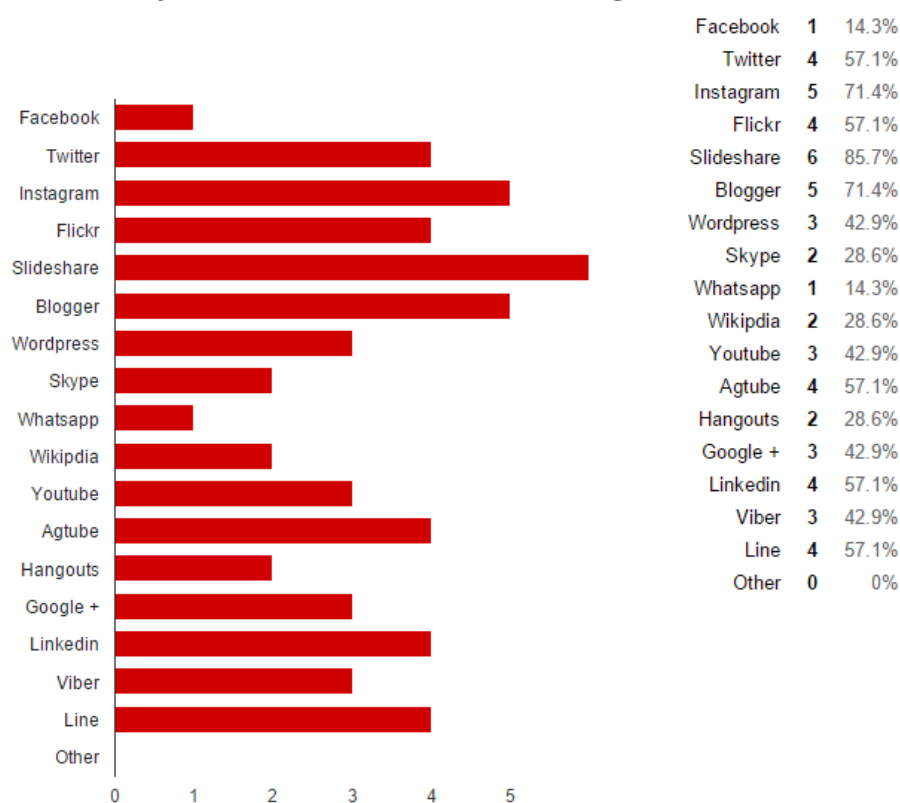


Figure 5. Interest of the different members about the different tools.

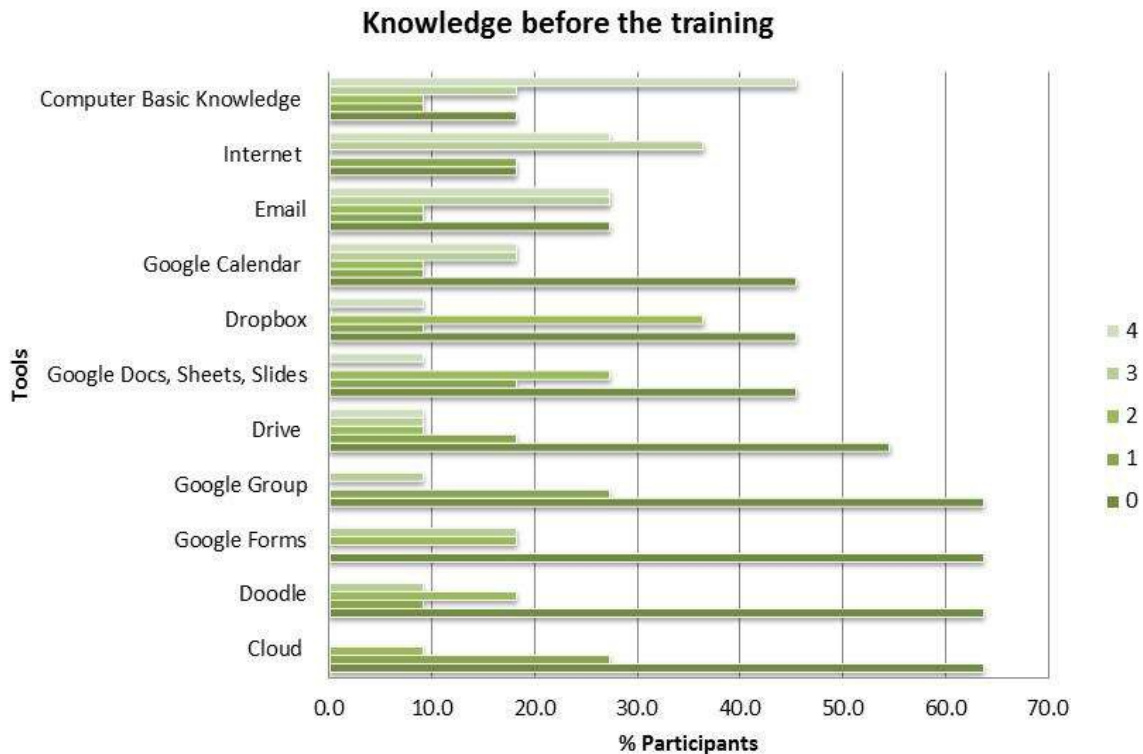


Figure 6. Participants rank their knowledge from 0 no idea at all to 4, I am an expert. In the graphic participants chose what level of knowledge they have depending on the different tools.

Please select 2 tools that you are more interested to learn

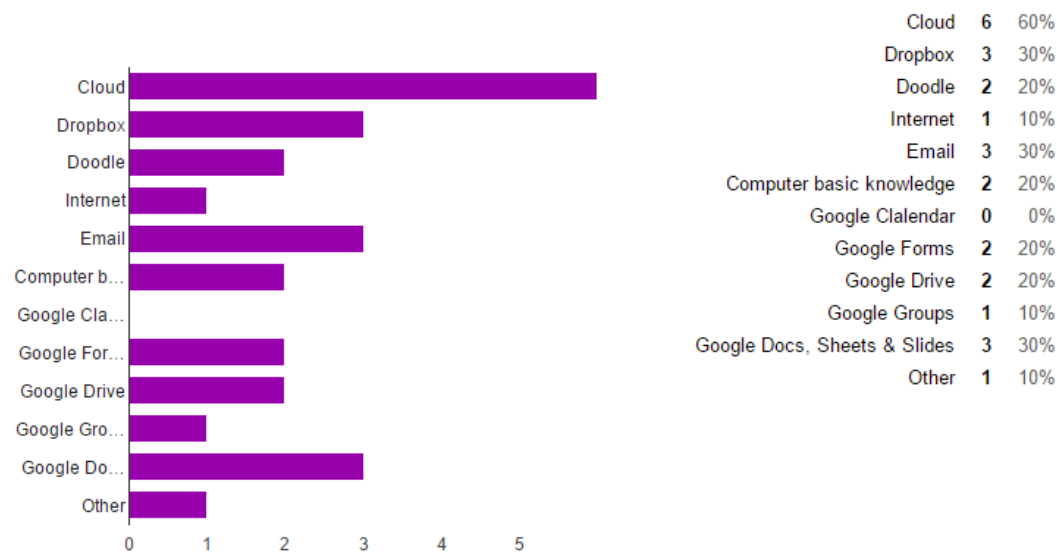


Figure 7. Members selected two tool that wanted to learn more about

What do you expect from this particular training?

To learn how to use cloud, Google forms and many more
learn more on the editing of goggle docs and forms
To aquire more skills
to upgrade my computer skills
building my skills
to gain more knowledge in ICT
Improve my skills in ICT

Figure 8. Expectations from the IPs members about this training.

Writing a good looking report – preform

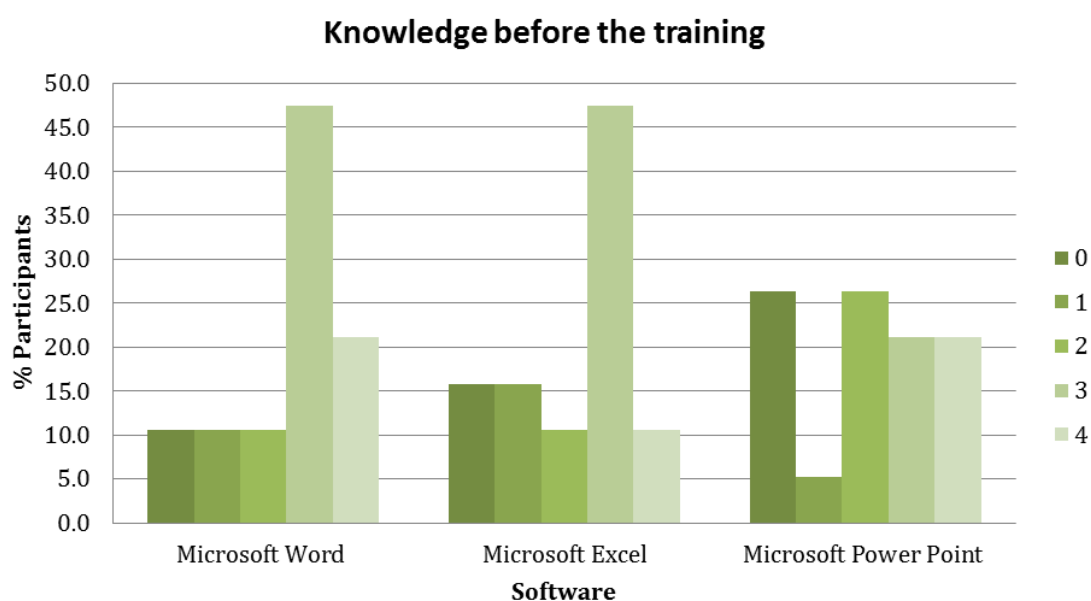


Figure 9. Level of knowledge of IP members in the different packages.

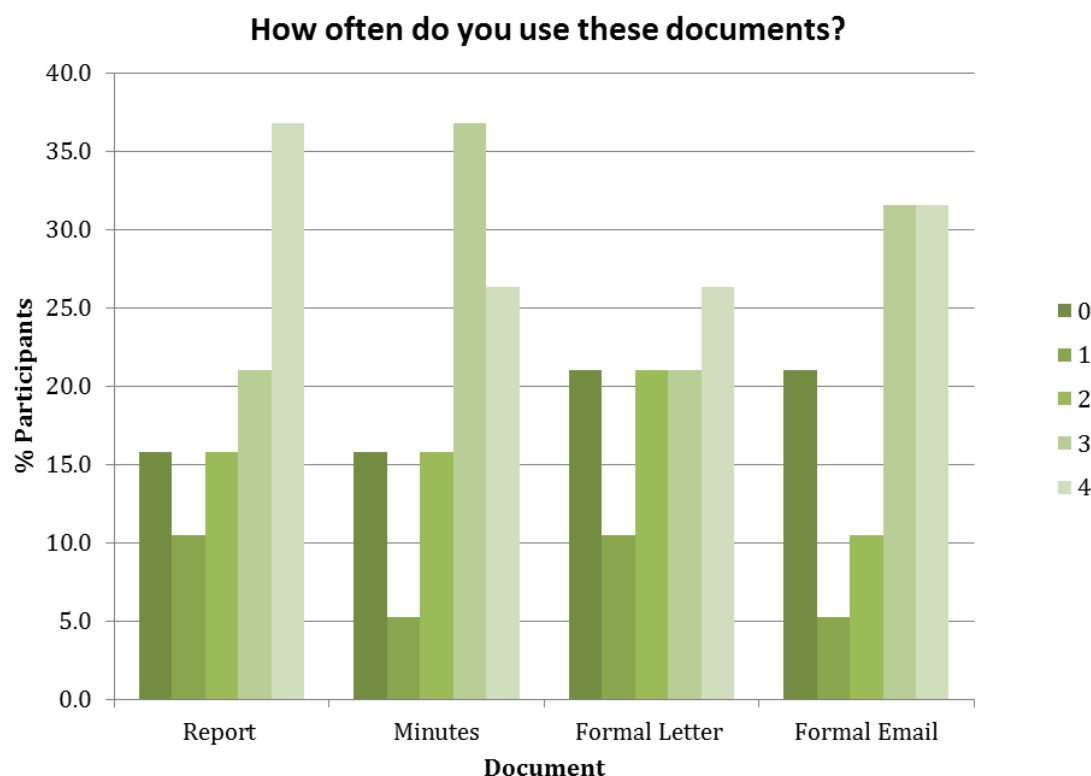


Figure 10. The IPs members selected which are the most common document written.

Microsoft Word: Which commands do you know?

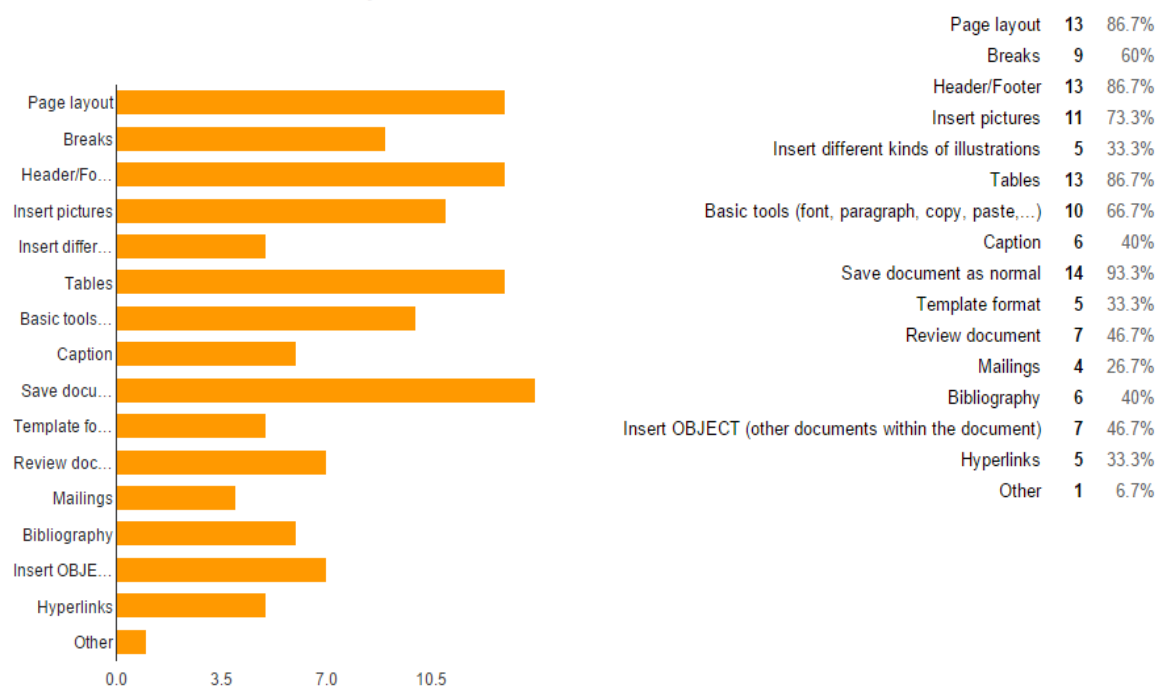


Figure 11. Which commands do you want to learn more?

What do you expect in this particular training

To learn how to use computers in writings
learn how to summarize a fully detailed report
Aquire more skills
to get information abt using madie
I expect to learn more about writing good reports
to be e toolsquiped with more
To improve on my reporting and documentation skills

Figure 12. Comments from the participants about what they were expecting about the training.

Feedback

Module 1 – Day 1

Have you found this training useful?



Figure 14. Participants answering if they found this training useful.

Figure 13. Which commands from Microsoft word do you want to learn more about?

Do you think you can apply this new knowledge in the platform?

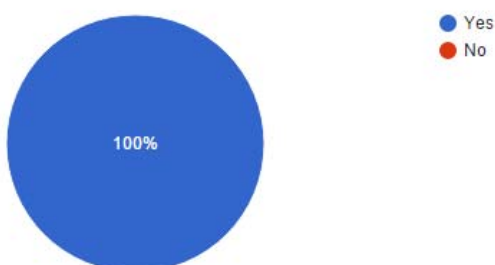


Figure 15. The knowledge that the members acquired, do they think it will be useful to apply in the platform?

If yes, please let us know your ideas (7 responses)

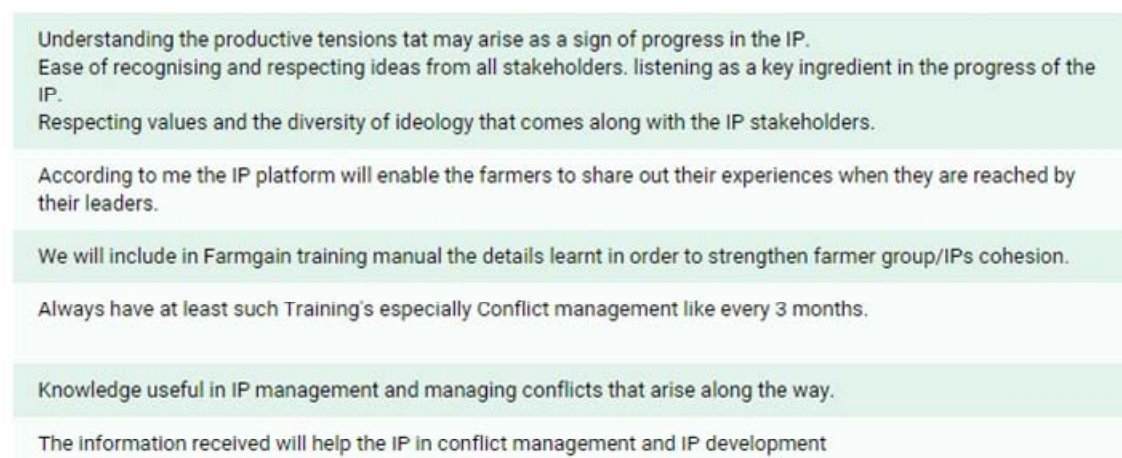


Figure 16. Ideas on how the different members are going to apply the knowledge that they got in the training.

Please evaluate the different points - Morning training (28 responses)

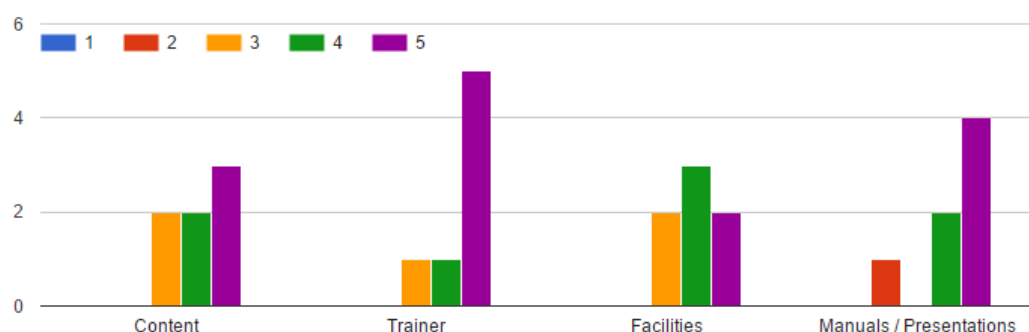


Figure 17. Members evaluated the content received, the trainer, the facilities and the manuals/presentations within the rank 0 very poor to 5 excellent for the morning training.

Please evaluate the different points - Afternoon training (28 responses)

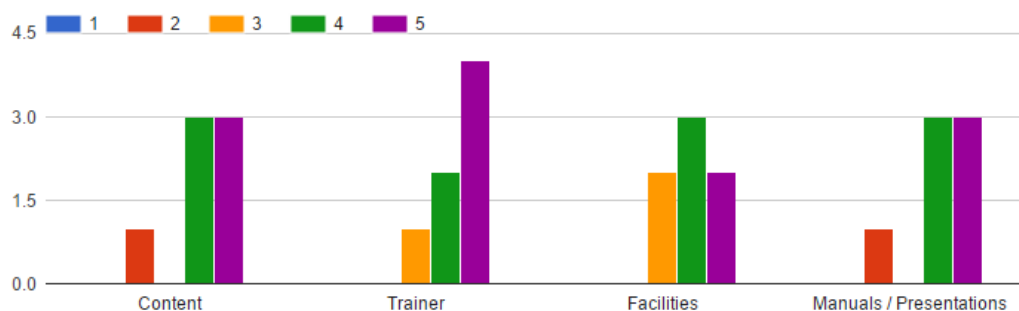


Figure 18. Members evaluated the content received, the trainer, the facilities and the manuals/presentations within the rank 0 very poor to 5 excellent for the afternoon training.

Comments/Feedback (7 responses)

This information will be helpful for both IPs.

The training was overall informative and the practicability was there to be seen. the engagement and involvement of the audience was ideal and the interactive nature of the trainings made it more interesting. Initiation exercise made the audience more attentive

Very timely training for the IPs

There was a lot to learn within a short time.

Have learn new ideas of handling Conflicts at ant levels

The training was good coz we were exposed to new people new environment shared ideas and I hope to bring the best out of me. Thanks to the organisers

Have you found this training useful? (7 responses)

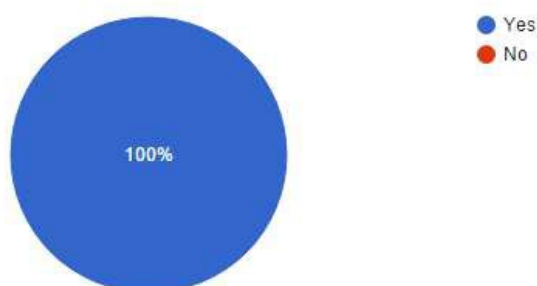


Figure 19. Have you found this training useful as an IP member ?

Do you think you can apply this new knowledge in the platform?

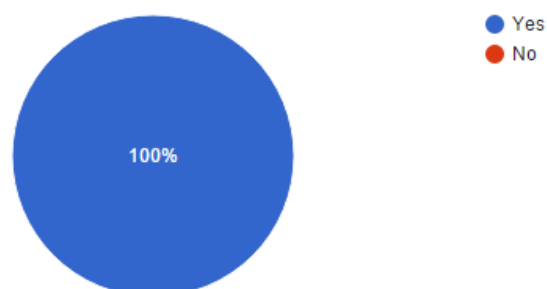


Figure 20. Can you apply this new knowledge in the platform ?

Do you think you can apply this new knowledge in your work?

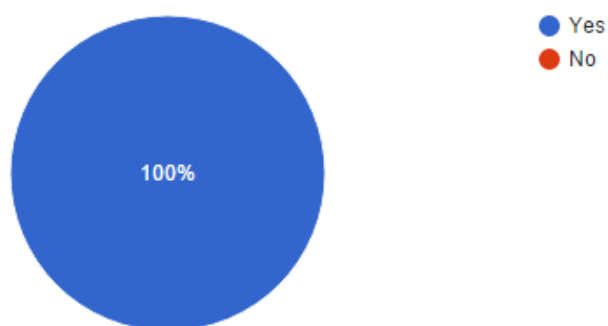


Figure 21. Do you think that the knowledge learnt can be apply at work ?

Please evaluate the different points (28 responses)

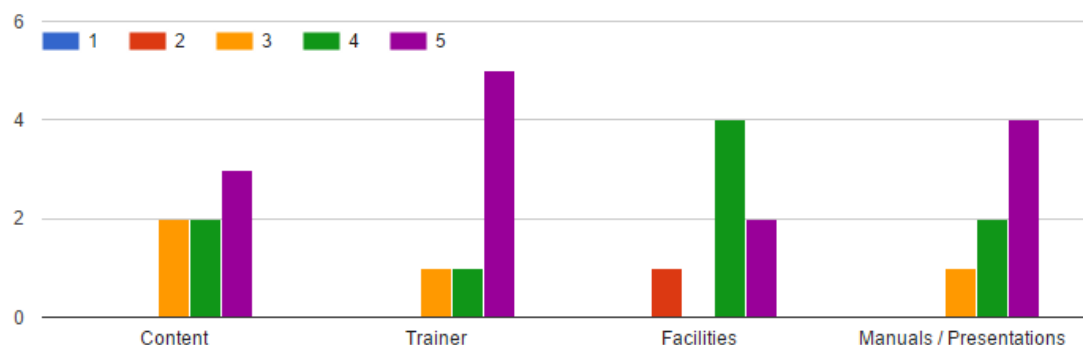


Figure 22. Evaluate the different points from 0 being deficient and 4 being excellent.

Comments/Feedback (7 responses)

The training was generally very good.
Enhanced knowledge on communications and IT. The practical aspect was so good despite the shortage of the computers.
Very good topic selection for partners. Please identify other information needs for IPs in the near future.
I have learn new skills of using different tools in word documents like Track changes, Automatic Table of Content ,Mailing list among others
The training was quite useful.
Great experience learnt.

Figure 23. Comments and feedback from the IP members.

Workshop program



Day 1 - Block 1 - Communication and Group strengthening	
Module 1	Governance, group dynamics, leadership and team building
8:30	Registration
9:00-10:30	IP management, Conflict Management, Organization Development (OD)
10:30-11:00	Coffee Break
11:00-13:00	IP management , Conflict Management , Organization Development (OD)
13:00-14:00	Lunch Time
14:00-15:00	Option 1: Group dynamics for better teamwork
	Option 2: Different techniques to improve team work and ownership
15:00-15:15	Tea Break
15:15-17:00	Option 1: Group dynamics for better teamwork
	Option 2: Different techniques to improve team and ownership
Day 2 - Block 1 - Communication and Group strengthening	
Module 2	ICT, Communication and documentation
8:30	Registration
9:00-11:00	Communication (Strategy internal and external)
11:00-11:20	Coffee Break
11:20 - 13:20	Option 1: Computer Tools to improve organization
	Option 2: Training on social Media
13:20-14:20	Lunch Time
14:30-15:30	Option 3: How to write good looking reports with Microsoft Word and what is the must content
	Option 4: Making good presentations and body language
15:30-15:45	Tea Break
15:45-17:00	Option 3: How to write good looking reports with Microsoft Word and what is the must content
	Option 4: Making good presentations and body language

List of participants

Block 1 – Day 1 – 20 th October - Governance, group dynamics, leadership and team building					
	Name	Organization	Position	Telephone	Email
1	Ssemaganda Edward	UYA – MW IP	Marketer	0786211899	semaeddy21@gmail.com
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30	Jesse W. Gitten	Congress – MW IP	Head of investment	0722915471	
31	Lix Kizito	UCU, MW IP	IP member	0752141377	lkizito08@gmail.com

Block 1 – Day 2 – 21 st October - Governance, group dynamics, leadership and team building					
	Name	Organization	Position	Telephone	Email
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2	Kibuuka Patricia	UYA- MW IP	Marketer	0781472452	patriciakibuuka@gmail.com
3	Wandera James	KK IP	Chairperson	0788214291	wanderajames056@gmail.com
4	Ssemakalu Denis	AANISBA (Makerere University)	Trainer	0701339302	dssema@gmail.com
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	Crespo Mubbalya	VEDCO – MW IP	Advocacy officer	0782582578	crespomubbalya27@gmail.com
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8	Immaculate Mugisa	MUZARDI – NARO	Facilitator	0782957454	immaculatemugisa@gmail.com
9	Basiita Richard B.	IITA – KK IP	Soybean coordinator	0773395013	boltonrichardbasiita@gmail.com
10	Najjemba Anna Maria	KK IP	Treasurer	0781067140	annamarianajjemba@gmail.com
11	Ronald Denye	KK IP	Researcher (ICT)	0701674638	dronnie20@gmail.com
12	Nabongho Yakubu	KK IP	Farmer representative	0777220374	yakubunabongho@gmail.com

13	Takirambudde	KK IP	Headmaster	0773152015	nathantakirambudde@gmail.com
	Nathan				
14	Winnie Aponi	UNFFE – MW IP	Social worker	0782000946	aponiwinnie@yahoo.com
15	Luihavoaceo Patrick	ARUWE – KK IP	Head of credit	0782924312 / 0753979643	Patricklukwago99@gmail.com
16	Mary Nanyanzi	UCU – MW IP	Student	0702251687	mary.nanyanzi@yahoo.com
17	Nsabuga Tony	MW IP	Farmer representative	0774893278	aktonniecruise@gmail.com
18	Evans Kitsirango	MW IP	TOT Gocci de vita	0704587300	
19	Bamutiire Seppie	Wakiso Farmer Forum MW – IP	Farmer representative	0772480838	bamutiireseppie@yahoo.com
20	Namukose Mebo	Kyankwanzi Women Leader – KK IP	IP member	0785919187	merabunamukose@gmail.com
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23	Molly Allen	NARO – MUZARDI – MW IP	Facilitator	0775625144	allenmolly82@yahoo.com
24	Luwandagga David	Farmgain	MW IP member	0772373093	dluwandagga41@gmail.com
25	Sylvia B Namazzi	AVRDC	RA	0754787801	Sylvia.namazzi@worldveg.org
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27	Gwaliwa Christine	Kyankwanzi LG – KK IP	IP member	0782661519	christinegwaliwa63@gmail.com
28	George njoya wango	Congress – MW IP	Director	0722717682	georgenjoya@gmail.com
29	Jesse W. Gitten	Congress – MW IP	Head of investment	0722915471	
31	Lix Kizito	UCU, MW IP	IP member	0752141377	lkizito08@gmail.com



By Anna Sole Amat (a.sole@cgiar.org)

Humidtropics, a CGIAR Research Program led by IITA, seeks to transform the lives of the rural poor in tropical America, Asia and Africa. Research organizations involved in core partnership with Humidtropics are AVRDC, Bioversity International, CIAT, CIP, FARA, icipe, ICRAF, ILRI, IITA, IWMI and WUR. humidtropics.cgiar.org

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Executive Summary

The CGIAR Research Program on Integrated systems for the Humid Tropics (hereafter Humidtropics) aims to reduce rural poverty, increase food security, improve health and nutrition and stimulate sustainable resource management. It is based on integrative systems approach to agricultural innovation using multi-stakeholder interaction. Innovation platforms (IP) are key to Humidtropics and in Uganda there are two very active IPs in rural and peri-urban areas.

Based on feedback from a needs assessment, two sets of trainings blocks were established. The first block took place on the 20th and 21st of October 2015 (*Link to report: <http://qoo.gl/SmPbtJ>*) and the second block took place on the 1st and 3rd of December 2015, with financial support from the Humidtropics capacity development office led by the International Livestock Research Institute (ILRI) and the Uganda Humidtropics secretariat (composed by the International Institute of Tropical Agriculture (IITA), Makerere University, the National Agriculture Research Organization (NARO) and The World Vegetable Centre (AVRDC)).

Informed by the needs assessment, the proposed plan action constituted capacity development for two (2) Humidtropics IPs: Mukono-Wakiso, which is a peri-urban platform focusing mainly on vegetables, and Kiboga-Kyankwanzi platform that is situated in rural settings and focuses mainly on soybean. Both these platforms were formed in February 2014 with Mukono-Wakiso having selected the entry points of vegetables-livestock-banana-Agroforestry while Kiboga-Kyankwanzi focused on soybean-maize-livestock –banana-Agroforestry.

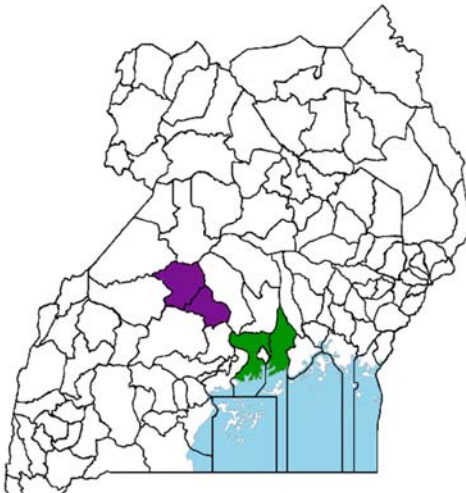


Figure 1. (i) Kiboga/Kyankwanzi district and
(ii) Mukono/Wakiso district.

For (i) Kiboga-Kyankwanzi significant progress has been made in terms of overcoming the production constraints related to the entry point, some of the progress steps include: soybean business plan development for seed procurement, soil fertility management, peer to peer promotional horizontal scaling and school porridge enrichment. While this progress is commendable, outstanding gaps still remain and they include IP leadership and innovations for soybean-livestock system integration on a sustainable basis. Similarly, for (ii) Mukono-Wakiso IP significant progress has been made on the entry point of vegetables and some key steps include the introduction of vegetable kits by AVRDC, varietal

evaluation, understanding of marketing constraints, formation of the Uganda Youth Agripreneurs (UYA), institutionalization of Humidtropics in Mukono district planning structures. Some of the outstanding challenges that remain include generating innovations for ensuring full integration of the vegetables -livestock –banana agroforestry system and how to simultaneously manage the ongoing horizontal and vertical scaling sustainably. Therefore this training was designed to respond to the training needs for both IP executives in a demand driven manner. They build on past trainings but target outstanding challenges faced by the IPs.

The training covered part of the needs raised by the platform members in the pre-assessment form.

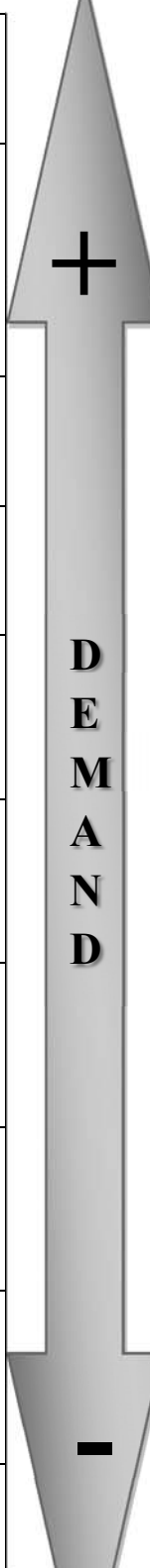
Business plan development / Joint Zonal Investment Planning How to develop business plan How to develop joint investment plans with different stakeholders	
ICT, Communication and documentation Training on computer tools to improve internal communication Training on computer tools to improve organization Training on social media Training on computer to write reports using different tools Training on making presentations	
Resource mobilization/ Writing Proposal How to write proposals Search for calls and how to respond to specific calls	
Marketing Market models Linking farmers to input and output market	
Financial literacy and functionality of VSLAs Budget writing Record keeping Organizational development of Self Help Groups (SHGs)	
Governance, group dynamics, leadership and team building Group dynamics for better teamwork Different techniques to improve team and ownership Conflict management	
Value Chain Policies New technologies Links	
Agro-processing / Postharvest handling Policy Techniques and new technologies in different farm enterprises Value addition	
Adaptation Climate Change What is climate change? How climate change can affect Uganda Climate Change Policy in Uganda Climate-resilient agricultural practices / Climate Smart Agriculture	
Soil fertility management Soil fertility tests / Organic and inorganic inputs Soil management techniques	

Table 1. Results from the preform filled by the executive committee members from the two IPs in Uganda.

From the needs assessment form, the two blocks with more demand to improve IPs performance and sustainability were Business/Financial trainings and Communication and group strengthening.

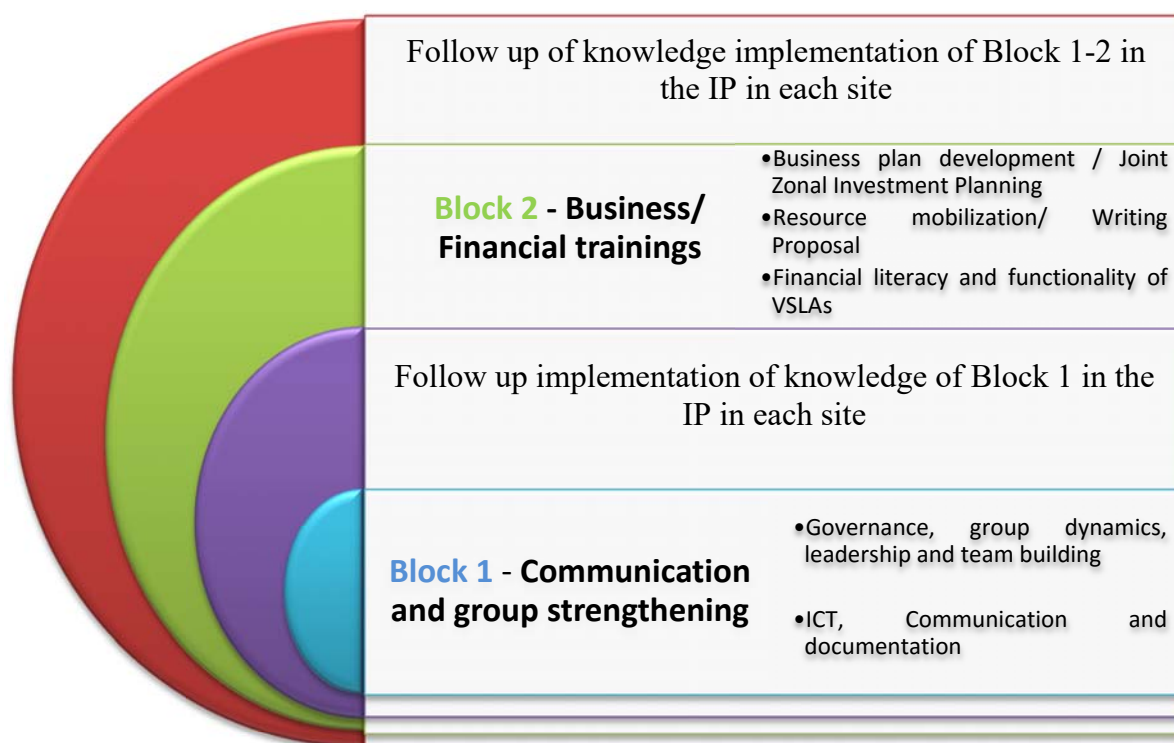


Figure 2. Structure of the training blocks and the follow up activities.

This report focus on the second block of trainings about business plan and record keeping. The content is described in detail in the body of this report, including its objectives, overview of session activities and reflection and suggestions for improvement (feedback forms review). All the materials and manuals are available in this report as well as the program and other information of interest.

Due to some budget constrains it was a one day training and it took place in each IPs location instead of a residential training in Kampala of two days. The follow up activities between training blocks will not take place in 2015.

Workshop sessions

Business Plan and Record Keeping for IPs

The Humidtropics Innovation Platforms in Uganda started at the beginning of 2014, both of them have been very active roles demanding research for development with the research partners. However the IPs are evolving and they are moving to their next step/phase. Both platforms are discussing the best way to transform the IPs into cooperative to ensure that the knowledge gain is translate in some business activities for the community and IPs members. At the same time while the platform evolves and its members gain more power and

knowledge, the role of the international research organizations starts declining and being only for knowledge sharing and backstopping.

Objectives

The main objective of this training block was to give knowledge to the IPs members on business plans and record keeping to help them to move to the next phase as a cooperative.

Secondary objectives:

- Strengthen capacity on business planning
- Strengthen capacity on record keeping

Overview of session activities

On the 1st of December the training took place in Kiboga District for members of Kiboga/Kyankwanzi platform.

The attendance was good and there was high participation through the training. There was lot of interest on the business plan creation and they appreciated the materials given to be able to work on simple business plans.



Picture 1. Training held in Kiboga District with KK IP members.

On the 3rd of December the training was held at MUZARDI, Mukono District. The members attended the meeting and participate to learn more about business plan but they were more interested in the record keeping. This platform had more knowledge on Business plan development and wanted to improve their skills in record keeping.



Picture 2. Training held in MUZARDI on the 3rd of December.

Reflection and suggestions for improvement

IPs members were happy to receive a training related with Business model and record keeping as they lack knowledge on these issues. However the training was short and lacked practical exercises due to constraints on time and budget.

Please find in the Annex the feedback from participants.

Workshop materials

All materials can be found following this link:

<http://humidtropics.iita.org:8080/share/page/guest-access?nodeRef=workspace://SpacesStore/384b7b68-d80f-48d3-8230-44a6ecaf43c9>

Below the breakdown of each training with the materials given (presentation/manuals):

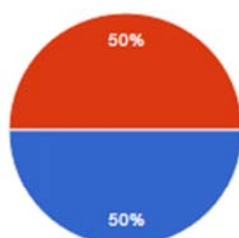
Business plan Presentation	http://humidtropics.iita.org:8080/alfresco/d/a/workspace/SpacesStore/810963fb-e300-44d4-be33-445799ff7bdb/BusinessPlanTrainingContentforKKandMWIP.pdf
Business Plan - Question to ask yourself when writing a Business Plan	http://humidtropics.iita.org:8080/alfresco/d/a/workspace/SpacesStore/079c3cf0-5d7a-4c2a-bc54-f8ef4ee7e05f/QuestiontoaskyourselfwhenwritingaBusinessPlan.pdf

Business Plan – Template of a business plan for farmers and associations	http://humidtropics.iita.org:8080/alfresco/d/a/workspace/SpacesStore/8e190112-a9fa-491d-b4be-b631df9851ce/BusinessPlantemplateforfarmersandassociations.pdf
Record Keeping Presentation	http://humidtropics.iita.org:8080/alfresco/d/a/workspace/SpacesStore/20a85aef-860f-4223-bace-706d99c95629/Records Keeping Training Content for Kiboga- Kyakwazi and Mukono - Wakoso.pdf

Annex

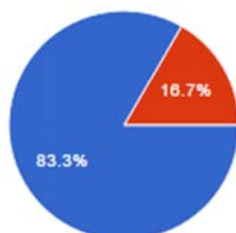
Feedback

From which platform are you?



Kiboga/Kyankwanzi 50%
Mukono/Wakiso 50%

Have you found this training useful?



Yes 83.3%
No 16.7%

If no, why?

there was limited time to do the practicals, also i didn't feel different after the training

Do you think you can apply this new knowledge in the platform?

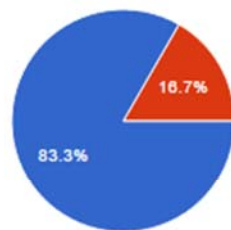


Yes 100%
No 0%

If yes, please let us know your ideas

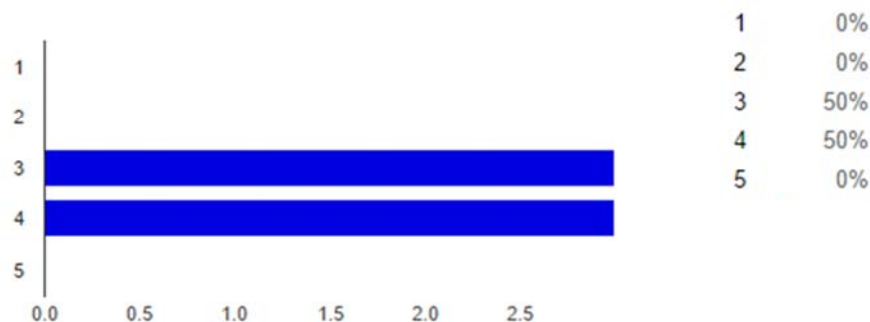
- It's because now at this state where our platform has reached, we need to make business plans at IP level in what the products we have invested in like the feeding/ animal processing feed unit, Soybean and maize and also during our small work at farm base need records to help in telling the reports and evaluation.
- Through business plans development, sharing ideas with platform members in areas of record keeping and management
- Advising other platform stakeholders (Farmers)
- Drawing better business plans
- I have learned more about business planning in addition to the knowledge that i had, and rilly benefited a lot since some of the issues that i wasn't putting in practice like planning for any kind of business before its started and evaluate its impact.
- We can make a business plan for on going activities like the piggery project

Do you think you can apply this new knowledge in your work?

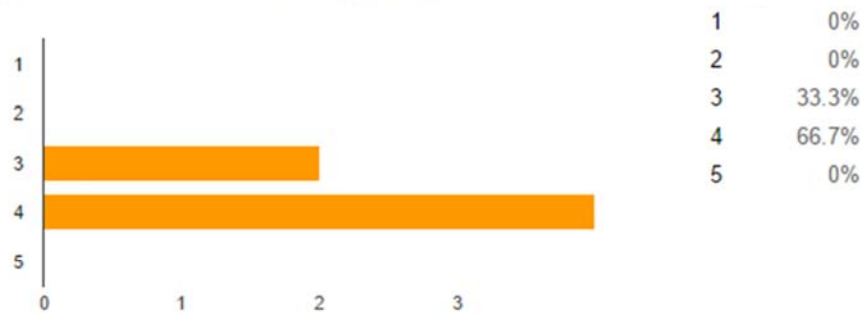


Yes	83.3%
No	16.7%

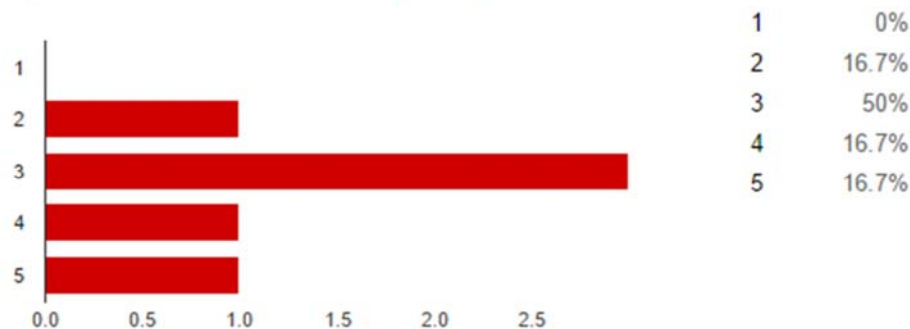
Content [Please evaluate the different points]



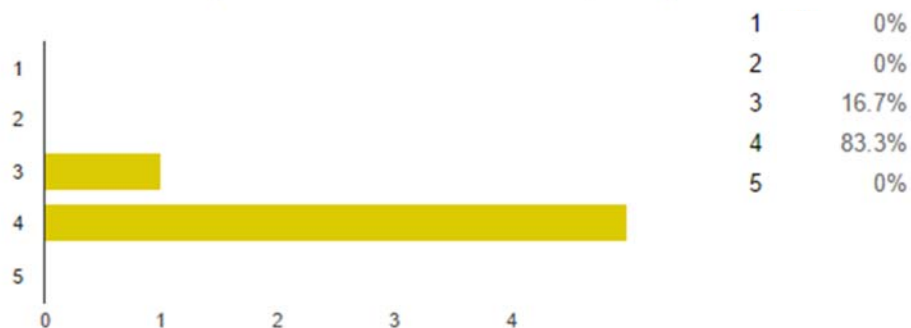
Trainer [Please evaluate the different points]



Facilities [Please evaluate the different points]



Manuals / Presentations [Please evaluate the different points]



Comments/Feedback

- We thank IITA, Sola, Anna and prof, Moses for encouragement and facilitating us with this good training. However need follow up and also should think of adding us more and are ready to our views when needed.
- We opt to have more similar training in the platform so that other members can learn.
- Would be nice to have practical calculations for better understanding and easy application
- The training was okay, however would love to see more of cost benefit analysis, break even point determination that would be useful for my organisation but also my



personal businesses



RESEARCH
PROGRAM ON
Integrated Systems
for the Humid
Tropics

I thank you also for the efforts you put in to train us.

- There is need for more time next time and also more practicals

A. Training program

Business Plan and Record Keeping	
9:30	Registration
10:00	Business Plan – Presentation
11:00-11:15	Coffee Break
11:15-13:00	Business Plan – Presentation and activities
13:00-14:00	Lunch Time
14:00-15:00	Record Keeping
15:00-15:15	Tea Break
15:15-17:00	Record Keeping

List of participants block 2 – 1st and 3rd December 2015

Block 2 – 1 st December - Business Plan and Record Keeping – Kiboga/Kyankwanzi Innovation Platform						
	Name	Organization	Position	Telephone	Email	Gender
1	Ssemakalu Denis	AANISBA (Makerere University)	Trainer	0701339302	dssema@gmail.com	M
2	Tenywa Moses	Makerere University	ASF	0772827710	tenywamakooma@yahoo.com	M
3	Anna Sole Amat	IITA	Facilitator	0793516597	a.sole@cgiar.org	F
4	Basiita Richard B.	IITA – KK IP	Soybean coordinator	0773395013	boltonrichardbasiita@gmail.com	M
5	Najjemba Anna Maria	KK IP	Treasurer	0781067140	annamarianajjemba@gmail.com	F
6	Ronald Denye	KK IP	Researcher (ICT)	0701674638	dronnie20@gmail.com	M
7	Nabongho Yakubu	KK IP	Farmer representative	0777220374	yakubunabongho@gmail.com	M
8	Takirambudde Nathan	KK IP	Headmaster	0773152015	nathantakirambudde@gmail.com	M
9	Luihavoaceo Patrick	ARUWE – KK IP	Head of credit	0782924312 / 0753979643	Patricklukwago99@gmail.com	M
10	Mwesigwa Kennedy	Makerere University	Humidtropics Student	0779228175	kmwesigwa.km@gmail.com	M
11	Namukose Merabu	Kyankwanzi Women Leader – KK IP	IP member	0785919187	merabunamukose@gmail.com	F
12	Tamale Matia	KK IP	Farmer representative	0777553647		M
13	Akudo Patrick	Kboga District	IP member	0772565982	akudop@yahoo.com	M
14	Magoba Abed	Twezimbe ACE	IP member	0777995530	abedmagoba@gmail.com	M
15	Kitaka Mayanja	Farmer Federation	IP member	0705693811	Nathank.mayanja@yahoo.com	M

Block 2 – 3 rd December - Business Plan and Record Keeping – Mukono/Wakiso Innovation Platform						
	Name	Organization	Position	Telephone	Email	Gender
1	Ssemaganda Edward	UYA – MW IP	Marketer	0786211899	semaeddy21@gmail.com	M
2	Anna Sole Amat	IITA	Facilitator	0793516597	a.sole@cgiar.org	F
3	Evans Kitsirango	MW IP	TOT Gocci de vita	0704587300		M
4	Bamutiire Seppie	Wakiso Farmer Forum MW – IP	Farmer representative	0772480838	bamutiireseppie@yahoo.com	M
5	Kigoonya Deoson	Lasmotec-Ug – MW IP	Project Manager	0782478362	dkigoonya@yahoo.com	M

6	Mutalya J.J.	GDVAC – MW IP	Publicity MW	0775821312	mutalyaj@gmail.com	M
7	Molly Allen	NARO – MUZARDI – MW IP	Facilitator	0775625144	allenmolly82@yahoo.com	F
8	Sylvia B Namazzi	AVRDC	RA	0754787801	Sylvia.namazzi@worldveg.org	F
9	Awori Moureen	IITA	Consultant	0704888243	moureenawori@gmail.com	F
10	Rebeca Ssabaganzi	MW IP	Vice chairperson	0772465657	rssabaganzi@gmail.com	F
11	Mugabi Miracle	SFYN (Slow Food Young network)	Co-ordinator	0701022049	Mugabimiracle100@gmail.com	M
12	Kizito Martin	UYA	Production	0778455674	martinkizito@yahoo.com	M
13	Dr. Mukulu Fred	MW IP	Chairperson	0772418384	mukonoproduction@gmail.com	M

Annex 5: Capacity Development Projects in the CAC Flagship

Lights, Camera, Action: Participatory Video to Empower Rural Women and Youth – Report of 2015 Activity and Plans for 2016

“Lights, Camera, Action: Participatory Video to Empower Rural Women and Youth”

Introduction

Successful agricultural research for development (AR4D) should go beyond generation of quantitative research findings, and ensure these findings feed into context-relevant development interventions. An understanding of the context in which the research takes place is therefore essential for AR4D, and ought to include all groups that make up the research context in the process: include their voices, opinions, needs and ideas and look for ways to communicate these to a variety of audiences. Based on the successful pilot PV workshop jointly conducted in 2014 by Humidtropics, CCAFS and CIAT with a group of young rural women and men from La Danta (Somotillo, Nicaragua), a rural community in one of Humidtropics’ Field Sites in the Central America and the Caribbean (CAC) Flagship project, “Lights, Camera, Action: Participatory Video to Empower Rural Women and Youth” was implemented as a Capacity Development project in 2015. With cross-cutting linkages to inclusive gender, youth, and communication components, the project explores the potential of transformative processes stemming from learning experiences at community level.

What is Participatory Video?

Participatory Video (PV) is a participatory research tool that involves members of a community in creating their own video message. The community learns to use video technology, write their own story, interview leaders and neighbors, and tell their own story. The PV methodology collects indigenous knowledge on factors that impact the effectiveness of sustainable development interventions based on local needs. It is an ideal method for sharing ideas and learning, and through this, encouraging groups that are often marginalized to identify their own needs and implement their own forms of sustainable development.

Whether implemented as a standalone project or as a tool to support ongoing integrated agricultural research interventions, PV helps to identify important overarching development themes, including:

- Community Leadership and Participation
- Knowledge, Learning and Innovation
- Gender and Inter-Generational Dynamics
- Natural Resources and Income Generation

PV is simple to replicate, disseminate, and track. Therefore it can also serve as a versatile M&E tool throughout the various phases of research interventions, generating insights and feedback from specific target groups. This creates a strong sense of project ownership within the community and a more fertile ground for technology adoption and social change.

Exploring the potential of inclusive youth and gender components linked to innovation and transformation processes which stem from learning experiences at community level, PV provides a thorough understanding of the development challenges facing poor rural communities. This serves as a powerful contextual base to adequately adapt development strategies and policies to local needs, knowledge, and wants.

Context

The Learning Alliance initiative conducted in the Humidtropics Nicanorte Action Site provided an effective platform to explore the use of ICTs and participatory methodologies with rural youth and women, to develop a series of tools and products that can possibly be replicated in the rest of the Central America and the Caribbean Flagship (Haiti-Dominican Republic and Trifinio Action Sites), as well as Central Mekong, East and Central Africa Highlands, and West Africa Lowlands flagships.

Justification

The engagement of rural communities in ICTs, paying particular attention to women and youth, is a powerful channel to foster the leap from individual and collective learning to sustainable livelihood impacts through an integrated capacity development approach. Enhancing the participation of marginalized groups in policy-making debates, it provides a valuable resource to stimulate equitable and fair levels of consultation when it comes to the design of policies that affect rural populations.

PV has proven to be a promising cross-cutting initiative to explore the potential of inclusive youth and gender components and transformation processes stemming from learning experiences at community level. Important site-specific themes that surfaced during the process to strengthen ongoing research include community leadership (including leadership roles of young women in community initiatives), the value of knowledge and learning, natural resource management as a catalyst for development, and the role of rural youth in the future of agriculture, as perceived by themselves and by older generations.

The PV initiative showed great potential to develop an effective methodology that can be adapted to the various Action Sites across the Humidtropics Flagship projects on a global scale, generate a broad range of powerful training tools and audiovisual materials illustrating the qualitative side of statistics to enhance impact on decision-making processes, and empower rural communities to examine their livelihoods, share their stories and voice their opinions regarding their way of life, how this is connected to the way they manage their resources, and how this gives them the power to be their own agents of development and transformation.

Objectives

General objective

The general objective of this project was to generate a dynamic PV methodology that empowers young adults and women in rural communities to partake in learning experiences by sharing their perspectives on their livelihoods and natural resource management strategies.

Specific objectives

- To develop a PV methodology to collect indigenous knowledge on factors that impact the effectiveness of sustainable development strategies based on local needs, including the differentiation of these impacts by gender.
- To implement a pilot PV workshop in the Humidtropics Nicanorte Action Site to test the effectiveness of the proposed PV methodology in engaging rural women and youth in a process of analysis and response that stimulates innovative problem-solving at farm- and community-level.
- To generate an adaptable PV methodology and cross-cutting training tools to be used across Humidtropics Action Sites and beyond.

Contribution to IDOs

Developing a cross-cutting PV methodology has contributed to the Humidtropics Enabling IDOs, ensuring that elements of Innovation and Gender and Youth are effectively mainstreamed in the design and implementation of interventions across the Program's Action Areas and beyond. Contributions to the Gender and Youth IDO stem from empowering rural women and youth to engage in learning activities and voice their stories and opinions while they gained confidence in their abilities to acquire new skills and thought creatively in regards to innovative problem-solving. Meanwhile, the Innovation IDO has been strengthened by the proposed PV methodology as it created conditions for small farmers, women, and youth to gain confidence in their ability to succeed at new activities and improve existing local knowledge and practices.

Contributing to Enabling Development Outcomes

From this project it appeared that the cross-cutting nature of PV contributes to the achievement of development outcomes, by effectively mainstreaming elements of innovation and gender and youth empowerment in AR4D design and implementation.

Innovation is strengthened by creating conditions for smallholder farmers, women, and youth to gain confidence in their abilities to succeed at new activities and improve existing local knowledge and practices. At the same time, gender and youth empowerment occurs by engaging marginalized groups in learning activities and encouraging them to voice their stories and opinions. This provides a non-threatening mechanism that improves gender and inter-generational relationships.

Achievements in 2015

1. **Participatory Video Methodology Facilitator's Manual developed** (January – March 2015)
 - A PV methodology Facilitator's Manual was developed by adapting the existing PV methodology and accompanying qualitative data collection tools to a user-friendly format, with the aim to be used by a wide audience (such as other researchers, NGO's, local actors and community leaders and/or members). The Manual was illustrated, designed, and translated into Spanish for future use by local actors in Nicaragua.

2. **PV Methodology Facilitator's Manual validation workshop conducted** (April – May 2015)
 - A PV workshop was jointly planned and conducted by Humidtropics, CCAFS and CIAT from May 04 – 15 2015, using the PV Methodology Facilitator's Manual as a guide, with the purpose of validating design and content effectiveness. The workshop was conducted with a group of 12 young women (aged between 18 and 27 years old) from Estelí, Nicaragua, with collaboration from local partner Fundación Entre Mujeres (FEM). Based on observations made during the workshop, the Manual was corrected and improved regarding language, style, and facilitation approach, after which a final version was produced. Furthermore, some elements that appeared to be missing or needed further explanation were added, as well as some guiding graphs and frameworks.
3. **PV Methodology Facilitator's Manual adapted into blended learning format** (August – November 2015)
 - A consultant was hired to adapt the PV Methodology Facilitator's Manual into an interactive virtual e-course, to facilitate project dissemination and replication in other sites. The course is developed over different modules, starting off with an introduction and workshop preparations. After this, each module relates to a specific day of the workshop. Special attention has been given to the easy understanding of the course, the cultural applicability and that the course does not necessarily need to be taken over the internet, but can also be downloaded and/or burnt onto cd's, so as to include those in communities not connected to the internet.
4. **Overarching Development Theme Guide developed** (August-September 2015)
 - Overarching development themes to be extracted from the qualitative analysis of PV workshop results were defined and a guideline developed. Themes include participation, learning and innovation, gender and inter-generational dynamics, and natural resources and income generation, grouped under two main categories: identifying challenges for sustainable livelihoods and empowerment of marginalized groups. The overarching development themes also serve as a guide to focus the PV dissemination strategies and to be able to link and communicate the relevant information to research teams working on these specific themes.
5. **Project Monitoring & Evaluation tools developed** (September – October 2015)
 - With support from the Humidtropics CAC Flagship M&E officer, a set of M&E tools were developed to measure workshop effectiveness, determine the project's value proposition, provide guidelines for external facilitation, and define a clear impact pathway. This M&E framework will be developed into a more official tool to be used within PV projects in agricultural research for development.

6. **Project promotional materials developed** (September 2015)

- A consultant was hired to create a whiteboard animation video, and a promotional 2-pager was developed, to inform other Flagships and actors about the PV project proposal, sharing key information including: introducing PV as a participatory action research tool; linking PV to Enabling program outcomes; communicating PV's potential contributions in relation to community leadership and participation, knowledge, learning and innovation, gender and inter-generational dynamics, and natural resources and income generation; general considerations regarding timeline, equipment, and budget needs; and contact information.
- Project promotional materials were disseminated according to an established communication strategy on November 10, 2015, related to the UN declared World Science Day for Peace and Development. After promotion of the video, a total amount of 70 views was reached, most of which in Colombia and Nicaragua. The video was shared three times. The accompanying blog was read many times (stats are still pending), and was cross posted on CCAFS and Humidtropics. A request for cross post by the PV organization Insightshare is currently being taken into account.

Potential 2016 work plan

Depending on resource availability, a possible 2016 work plan for the continuation of the project would revolve around systematization, follow-up and scaling activities, including:

- Developing a dissemination strategy for project promotional materials (including printouts of the PV 2-pager and circulation of the whiteboard animation video) to propose replicating the project in Humidtropics' Africa and Asia Flagships, either through the CRP itself or through partner organizations. Through these promotional materials, CIAT/CCAFS/Humidtropics will intend to place itself as a key player using Participatory Video in AR4D.
- Develop a booklet or other publication format systematizing the full PV project experience in Nicaragua, starting with the pilot workshop conducted in Somotillo, comparing and contrasting the experience in Estelí, and concluding with an analysis of the project's potential to be applied in other areas of the world under various contexts.
- Develop a participatory web platform where PV workshop participants from different communities (or even different countries) can interact and share experiences and ideas. This will give way to gain insight into the various ways the PV project's initial impacts linked to identifying challenges and community empowerment can be given continuity through follow-up interventions facilitated by the CRPs and/or local organizations. Furthermore can it be measured whether peer collaboration (can the use of web platforms and ICT's give way for youth and rural women empowerment on the long-term?). The idea, on the long term, is to train local organizations to manage the participatory web platform as a tool to gain insights that support the design,

implementation, and follow-up of their activities (as a separate, more leadership-oriented role than that of individual community members) and to organize themselves as a cross-cutting community to prepare their statements and voices and build a stronger 'bridge' to reach policy and decision makers at local, national and international level

- Complement existing PV workshop methodology with the design of a follow-up Video Editing and Dissemination Workshop. This will then go into greater detail regarding the editing process (as requested by workshop participants in Estelí) and introducing the subject of designing a dissemination strategy as a way to reach specific audiences for various purposes, serving as a building block towards a more concrete understanding on how to reach and influence decision-makers.
- Publication of two academic papers: one on the framework of using PV for two way communication in AR4D (almost finished) and one paper on the use of PV to define young rural feminism in Nicaragua.

Opportunities for new cross-cutting activities

Depending on resource availability, an opportunity for new cross-cutting activities lies in the application of the PV methodology to explore the subject of young rural feminism in Nicaragua, one of the key concepts which PV workshop participants from Estelí mentioned as a guiding principle of local organizations' activities in the territory.

- *"Participatory Video to Understand Young Rural Feminism in Nicaragua"* would engage young rural women in the PV process, ensuring a thematic focus on rural feminism to continue empowerment and capacity building, while exploring emerging trends surrounding rural feminism in the region. Objectives include defining the traditional concept of feminism under which territorial organizations are currently working in the region, identifying the factors that have given rise to the concept of rural feminism, and identifying how the contemporary challenges faced by younger generations of rural women are impacting rural feminism. This would then be linked to the existing challenges of farming under a changing climate, resulting into changing social and cultural roles. Finally, this provides an opportunity to explore how local territorial organizations respond to the issues facing young rural women specifically, identify existing gaps, and providing recommendations to bridge these gaps.
- Aside from contributing to the work being carried out in rural areas of Nicaragua regarding gender equality, the use of the PV methodology serves to catalyze women's empowerment, simultaneously promoting the adoption of transformational thinking at both organizational and community levels while providing guidelines to target this and ensure continuity through innovative action.
- Another opportunity for new cross-cutting activities involves engaging organizations with the PV methodology, with the purpose of exploring organization empowerment, leadership, and innovation trends identified through the application of the PV method's transformative thinking approach.

Input and involvement from regional projects


- Depending on available resources, replicating the experiences proposed for Nicaragua and applying them in Humidtropics' Africa and Asia Flagship projects is an opportunity to assess, compare, and contrast effectiveness in the various contexts where both Humidtropics and CCAFS operate, providing valuable insights that can support future project design, implementation, and follow-up.
- Furthermore, interest in the use of the tool and the methodology has been shown by the CIAT soils team (through Juliet Braslow), the GeoCitizen Science approach (led by Anton Eitzinger), the 5Q approach (led by Anton Eitzinger and Manon Koningstein) and the Ecosystem Services team at CIAT (led by Marcela Quintero and Gisella Cruz-Garcia). However, due to current budget constraints, a certain uncertainty along these lines is inevitable.

Summary of 2015 outputs

ACTIVITY	OUTPUT
Participatory Video Methodology Facilitator's Manual developed	1. Participatory Video Methodology 2. PV Methodology Facilitator's Manual
PV Methodology Facilitator's Manual validation workshop conducted (includes adaptation of manual as one of the workshop's results)	3. PV Methodology Facilitator's Manual validation workshop report 4. <u>Final participatory video elaborated by PV workshop participants in Estelí</u>
PV Methodology Facilitator's Manual adapted into blended learning format	5. PV Methodology Facilitator's Training E-course
Overarching Development Theme Guide developed	6. Overarching Development Themes
Project Monitoring & Evaluation tools developed	7. PV Monitoring & Evaluation Matrix
Project promotional materials (2-pager and whiteboard animation video) developed	8. PV Project promotional 2-pager 9. <u>PV Project promotional whiteboard animation video</u>

Slides from Participatory Video eLearning Modules

Participatory Video Methodology Facilitator's Course



PROGRESS 0%

[Description](#)
[Modules](#)
[Links & Info](#)

Description

This course is intended to build capacities in local partner organizations and communities, providing them with a clear, accessible tool that will enable them to conduct their own PV workshops. Through easy-to-follow, step-by-step explanations of each exercise, this course will walk you through the entire PV methodology, including establishing an effective team dynamic, discovering and learning to use video equipment, thinking critically and analytically about individual and collective lifestyles, and structuring and sharing a message with key audiences.


The Participatory Video Methodology Facilitator's Course was inspired by Inghitshare's transparent and effective methodology, and Christine Jost and Nafissa Ferdous's Gender Toolbox, which provided guidelines for the inclusion of a conscious and balanced gender lens.

This online blended course was designed and produced by the CGIAR Research Program on Integrated Systems for the Humid Tropics (Humidtropics) and the CGIAR Research Program on Climate Change, Agriculture, and Food Security (CCAFS), under the direction of Humidtropics' CapDev unit and supported by the International Center for Tropical Agriculture (CIAT) and the International Livestock Research Institute (ILRI).

This course was adapted from the Participatory Video Methodology Facilitator's Manual by Manon Koningstein and Shadi Azadegan, with the guidance and support of Iddo Dror, Rein van der Hoek, and Jennifer Twyman, and the enthusiastic participation of the community members of La Danta (Somotillo, Nicaragua) and the young women of Fundación Entre Mujeres (FEM) in Estelí, Nicaragua.

MY COURSES CATALOGUE RESOURCES TRANSCRIPT

Participatory Video Methodology Facilitator's Course



PROGRESS 0%

[Description](#)
[Modules](#)
[Links & Info](#)

1

PARTICIPATORY VIDEO

>


COURSE: Participatory Video Methodology Facilitator's Course

MODULE 1: Participatory Video

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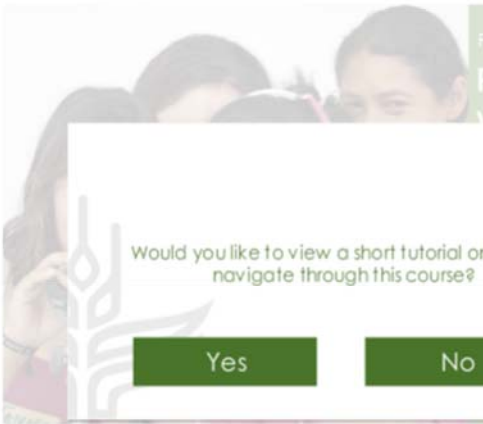
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Would you like to view a short tutorial on how to navigate through this course?

Yes No

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Course Navigation

Basic Navigation

Navigation buttons can be found at the bottom right hand corner.

Interactive Objects

Interactive objects will change in appearance once clicked, see example below.

Example

Menu

The MENU button is located on the upper left hand corner. Use this button

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Unit Objectives

- Learn the basic concepts of Participatory Video (PV) and how the methodology works.
- Understand the factors that make PV an effective methodology.
- Identify special considerations that need to be taken into account when facilitating a PV workshop.
- Learn the steps that need to be taken to prepare for the facilitation of a PV workshop.

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INTRODUCTION

What is Participatory Video?

Participatory Video is a participatory tool that involves a group (such as a community, action group, etc.) in using video technology to create their own audiovisual message while considering their desire for social change.

It is an ideal method for sharing ideas and learning, encouraging groups that are often marginalized to identify their own needs and implement their own forms of sustainable development.

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How does Participatory Video Work?



During the Participatory Video experience, participants learn through fun games and exercises how to handle video equipment and how to structure their message.

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How does Participatory Video Work?



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Each exercise involved in the process creates innovative ways to work, to build a strong team of people that are confident in themselves and others. It also includes mechanisms for sharing responsibilities and honoring everyone's contributions.

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Why Participatory Video?



Making a video is an easy and accessible way to bring people together to explore issues and voice their concerns, while building creative skills to act for change.

Participatory Video functions as a medium to share stories and struggles, strengthening the bonds between people dealing with similar problems and questions to create strong networks of support.


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What Will Participatory Video Give Us?

- ✓ Relatable stories by community members that we can share
- ✓ Visual presentations of the positive practices the communities have adopted
- ✓ Visual presentations of the problems the communities face
- ✓ Documentation of local knowledge
- ✓ A strong network of support to work towards empowerment and action
- ✓ Inspire self-confidence by providing training and technical knowledge
- ✓ Create awareness on important issues by sharing a community's message with others

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What to Consider?

The main challenge during Participatory Video is that its success strongly depends on the equal, dynamic participation of local people. The Facilitator needs to make sure that women, men, and youth are given equal chances to participate. This will help build the team and make sure the final video captures a complete picture of the community.

Another challenge during Participatory Video is that the knowledge and interactions between participants will be very culture-specific, depending on the lifestyle in the region. For this reason, it is important to understand the local customs and make any necessary changes to the exercises before beginning the workshop.

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Equipment Checklist

Below is a list of equipment and materials that you will need for the training. You can also download this list by clicking the DOWNLOAD button at the bottom of the screen.

- ✓ 3 digital video cameras with their respective chargers and data transfer cards
- ✓ 3 tripods
- ✓ 3 headphone headsets which can be connected to the cameras' audio outlets
- ✓ 3 microphones which can be connected to the cameras' microphone outlets
- ✓ 1 television or projector
- ✓ 1 laptop computer with video editing software installed

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Number of Participants

The recommended number of participants ranges between **8** and **20**. This prevents the group from being too small to perform some of the exercises, and avoids excessively large groups which could prove too difficult to manage.



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Initial Visit To The Community And Workshop Preparations

Before starting any activities in the community, it is very important to meet with community leaders to show respect and build trust. We must explain the theme, the process, and our role within the project.

Click on each button below to know what else needs to be done during your initial visit to the community

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During this first meeting, we share the ethics and intentions of the Participatory Video project with the community, ensuring transparency in every step of the way. Explain that the main objective is to strengthen the team and build understanding of the participatory methods that will be used.

✓




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Elements to consider during this preliminary visit include:

- What is the best time to conduct the workshops?
- Who should we meet when we arrive?
- Who should we invite to the community meeting?
- Where can we conduct the community meeting?


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Workshop Preparations

One of the first things you need to do when preparing for the workshop is to inspect the space provided for you.

Click the CONTINUE button to find out what you need to check for.

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Clear wall space to place posters and cards during the workshop.

Electrical outlets

Television with an outlet for the camera, and/or projector

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Workshop Logistics

- ✓ Ensure you are familiar with the equipment and the entire process you will be teaching the participants and prepare any exercise aids and other materials that will be used throughout the workshop.
- ✓ Draw up a workshop activity calendar (Download from Resources tab) and place on a visible space on the wall. This calendar will be explained briefly at the beginning of the workshop, and will be referred to each morning and afternoon.
- ✓ Ensure other logistics (i.e. lunches, participant compensation, etc.) have been arranged.
- ✓ Devise a lighthearted, creative way to enforce participation time limits and staying on-topic (i.e. squeeze toys or other noisemakers).

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A Word on Participant Compensation

The nature of the Participatory Video methodology requires participants to dedicate 10 or more consecutive days to the workshop. This can often be problematic, particularly in rural areas where requesting people's participation may hinder their responsibilities in their homes and on their farms. Another issue that may arise is limited availability of transportation to and from the workshop.

It is very important for Facilitators to remain sensitive to these circumstances during the implementation of the workshop, and to contribute solutions as much as possible.

For this reason, it is recommended that Facilitators budget for a daily participant allowance. However, it is very important to explain to the participants that this allowance is NOT to be considered payment of any kind, but rather as an assigned per diem.

Be clear that this allowance is a resource being put at their disposal to facilitate their valuable participation, ensuring that they do not have to incur in any extra expenses, so that our request for their participation does not put them in a difficult position.

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Let's review!

Click NEXT to take a short quiz. Good luck!

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Question 1 of 3

What is Participatory Video?

☐ Participatory Video is a participatory tool that involves a group in using video technology to create their own audiovisual message while considering their desire for social change.
 ☐ It is an ideal method for sharing ideas and learning, encouraging groups that are often marginalized to identify their own needs and implement their own forms of sustainable development.
 ☐ A video in which the message is created in collaboration with the participants and filmed by the facilitators.
 ☐ Both A and B are correct

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Question 2 of 3

TRUE or FALSE: One of the first things you need to do when preparing for the workshop is to inspect the space provided for you.

☐ TRUE
 ☐ FALSE

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Question 3 of 3

TRUE OR FALSE: It is very important to explain to the participants that the daily allowance is NOT to be considered payment of any kind, but rather as an assigned per diem.

☐ TRUE
☐ FALSE

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You have reached the end of this module.

NEXT MODULE: DAY 1-Guidelines, Group Introduction, and Camera Basics

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DAY 1



Guidelines, Group
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DAY 1

Unit Objectives

- Conduct a general overview of the PV workshop activity agenda.
- Learn various exercises to create a safe and encouraging work environment for the PV workshop participants.
- Introduction to informed consent as one of the most important elements of the PV methodology.
- Start to build team dynamics and technical skills by introducing the basic points of using camera equipment and interview techniques.

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EXERCISE 1




Explaining the Agenda, Recap Game


DURATION: 20 MINUTES

Take the first hour of the day to share with participants the general objective of the workshop. Using the Workshop Calendar (Download from Resources tab), explain the process of the workshop.

Each morning will start with a Recap Game.

Click each button below for more



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EXERCISE 1

Explaining the Agenda, Recap Game

DURATION: 20 MINUTES

Take the first hour of the day to share with participants the general objective of the workshop. Using the Workshop Calendar (Download from Resources tab), explain the process of the workshop.

Each morning will start with a Recap Game.

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At the start of the PV workshop, each participant will write their name on a post-it and place it on a specific day of the calendar.

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EXERCISE 1

Explaining the Agenda, Recap Game

DURATION: 20 MINUTES

Take the first hour of the day to share with participants the general objective of the workshop. Using the Workshop Calendar (Download from Resources tab), explain the process of the workshop.

Each morning will start with a Recap Game.

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Every morning, the day's volunteer will have the first 20 minutes of the day to briefly explain the previous day's activities and lessons learned.


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EXERCISE 1

Explaining the Agenda, Recap Game

DURATION: 20 MINUTES

Take the first hour of the day to share with participants the general objective of the workshop. Using the Workshop Calendar (Download from Resources tab), explain the process of the workshop.

Each morning will start with a Recap Game.

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Encourage participants to be creative and have fun with their presentations.

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EXERCISE 1

Explaining the Agenda, Recap Game

DURATION: 20 MINUTES

Take the first hour of the day to share with participants the general objective of the workshop. Using the Workshop Calendar (Download from Resources tab), explain the process of the workshop.

Each morning will start with a Recap Game.

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If volunteers need special materials for their presentation, they should inform the Facilitator the day before.

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EXERCISE 2
 Draw Your Group Members

DURATION: 1 HOUR

This activity helps everyone to get to know one another, it also trains participants to gather a lot of information in a short amount of time, and to process that information quickly.

Click each button below for more



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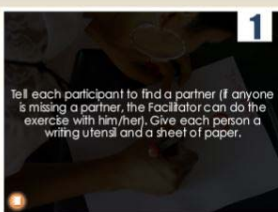

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EXERCISE 2
 Draw Your Group Members

DURATION: 1 HOUR

This activity helps everyone to get to know one another, it also trains participants to gather a lot of information in a short amount of time, and to process that information quickly.

Click each button below for more



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Tell each participant to find a partner (if anyone is missing a partner, the Facilitator can do the exercise with him/her). Give each person a writing utensil and a sheet of paper.

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EXERCISE 2

Draw Your Group Members

DURATION: 1 HOUR

This activity helps everyone to get to know one another. It also trains participants to gather a lot of information in a short amount of time, and to process that information quickly.

Click each button below for more

2

During the first five minutes, one person will talk about themselves (name, age, where they live, activities they enjoy, family life, etc.). The other person will listen.

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DURATION: 1 HOUR

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Click each button below for more

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After five minutes have passed, participants will switch roles, and will have five more minutes for the other partner to talk about themselves.

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Draw Your Group Members

DURATION: 1 HOUR

This activity helps everyone to get to know one another. It also trains participants to gather a lot of information in a short amount of time, and to process that information quickly.

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After each participant has listened to their respective partner, the group will have 10 minutes to draw a visual representation of their partner, based on what that person said about themselves.

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Draw Your Group Members

DURATION: 1 HOUR

This activity helps everyone to get to know one another. It also trains participants to gather a lot of information in a short amount of time, and to process that information quickly.

Click each button below for more

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Participants will then take turns presenting their partners to the rest of the group. The partner will have the chance to correct or add information.

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
EXERCISE 2


Draw Your Group Members

DURATION: 1 HOUR

This activity helps everyone to get to know one another. It also trains participants to gather a lot of information in a short amount of time, and to process that information quickly.

Click each button below for more



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Once all group members have been presented, the drawings will be placed on the wall.

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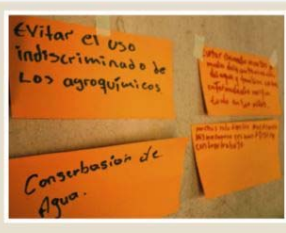

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EXERCISE 3

Group Agreement

DURATION: 30 MINUTES

This exercise is of extreme importance, because it allows everyone in the group to have a say in the rules that should be followed by all participants in order to create a safe atmosphere where everyone feels respected and at ease. It also holds the group accountable to follow the rules during the entire duration of the workshop.



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Click each button below for more

1

Vital to use individual name in the agreement

Ask the group to sit in a circle, and place the poster paper in the middle.

Contribution de chaque

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Click each button below for more

2

Vital to use individual name in the agreement


Go around the circle asking participants to name the rules that they think should guide the workshop (i.e. "Listen when others are speaking", "Be punctual every morning," etc.).

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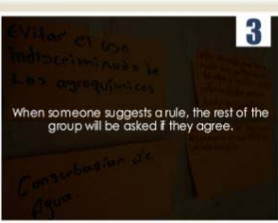

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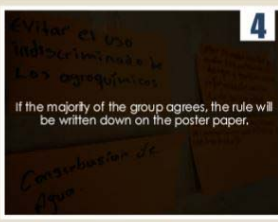

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EXERCISE 3
 Group Agreement

DURATION: 30 MINUTES

This exercise is of extreme importance, because it allows everyone in the group to have a say in the rules that should be followed by all participants in order to create a safe atmosphere where everyone feels respected and at ease. It also holds the group accountable to follow the rules during the entire duration of the workshop.

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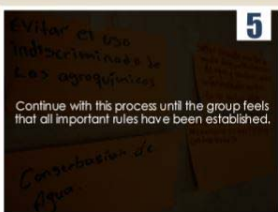
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EXERCISE 3
 Group Agreement

DURATION: 30 MINUTES
 This exercise is of extreme importance, because it allows everyone in the group to have a say in the rules that should be followed by all participants in order to create a safe atmosphere where everyone feels respected and at ease. It also holds the group accountable to follow the rules during the entire duration of the workshop.
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 Continue with this process until the group feels that all important rules have been established.

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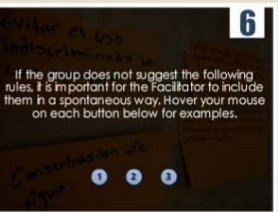
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EXERCISE 3
 Group Agreement

DURATION: 30 MINUTES
 This exercise is of extreme importance, because it allows everyone in the group to have a say in the rules that should be followed by all participants in order to create a safe atmosphere where everyone feels respected and at ease. It also holds the group accountable to follow the rules during the entire duration of the workshop.
 Click each button below for more


 If the group does not suggest the following rules, it is important for the Facilitator to include them in a spontaneous way. Hover your mouse on each button below for examples.

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EXERCISE 4

The Question Tree

DURATION: 30 MINUTES

This final preparatory step before starting with the Participatory Video gives participants a safe space to express any questions or doubts, while encouraging critical thinking during the entire PV process.



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This final preparatory step before starting with the Participatory Video gives participants a safe space to express any questions or doubts, while encouraging critical thinking during the entire PV process.

Click each button below for more

1

Draw a basic tree shape on a piece of poster paper.

Materials
Poster paper, colored markers, writing utensils, post-its, tape


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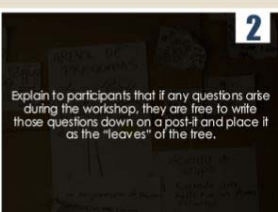

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EXERCISE 4
The Question Tree

DURATION: 30 MINUTES

This final preparatory step before starting with the Participatory Video gives participants a safe space to express any questions or doubts, while encouraging critical thinking during the entire PV process.

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2

Explain to participants that if any questions arise during the workshop, they are free to write those questions down on a post-it and place it as the "leaves" of the tree.

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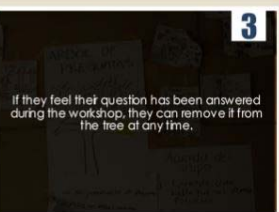

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EXERCISE 4
The Question Tree

DURATION: 30 MINUTES

This final preparatory step before starting with the Participatory Video gives participants a safe space to express any questions or doubts, while encouraging critical thinking during the entire PV process.

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3

If they feel their question has been answered during the workshop, they can remove it from the tree at any time.

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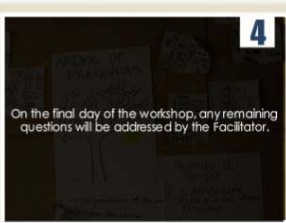







EXERCISE 4
The Question Tree

DURATION: 30 MINUTES

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EXERCISE 5
Informed Consent

DURATION: 30 MINUTES

Informed consent is one of the most important elements of the Participatory Video methodology. By obtaining each participant's informed consent we are ensuring our subjects' safety, while creating an honest relationship between the interviewer and interviewees.



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Click each button below for more

1

The four main elements of informed consent are:

- 1. Disclosure:** Why are you doing this project, and why do you need information from this person?
- 2. Voluntariness:** Does the participant voluntarily approve of the use of the interview material?
- 3. Comprehension:** Does the participant understand how the interview material will be used, and the implications of the project?
- 4. Competence:** Does the participant understand the reasons behind their participation?

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EXERCISE 5
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Informed consent is one of the most important elements of the Participatory Video methodology. By obtaining each participant's informed consent we are ensuring our subjects' safety, while creating an honest relationship between the interviewer and interviewees.

Click each button below for more

2

When asking someone for informed consent, be clear about:

1. Where you are from (especially if you represent an institution)
2. What topics you wish to discuss and report on
3. How the information provided by them will be used
4. At any time, the participant can stop the interview or refuse to take part in any situation that makes them uncomfortable

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EXERCISE 5
Informed Consent

DURATION: 30 MINUTES

Informed consent is one of the most important elements of the Participatory Video methodology. By obtaining each participant's informed consent we are ensuring our subjects' safety, while creating an honest relationship between the interviewer and interviewees.

Click each button below for more

Before filming begins, the participant should be clear about:

- The purpose of the film
- The background of the project
- The participatory nature of the project
- The importance of their involvement as participants
- Current plans for the recorded footage and the finished video
- The intended audience for the film

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EXERCISE 5
Informed Consent

DURATION: 30 MINUTES

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Click each button below for more

When recording a participants' video consent, follow these steps:

- Ask the participant to explain the purpose of the project in their own words
- Ask the participant to directly state their knowledge that they are able to stop the interview or refuse to take part in any situation that may make them uncomfortable at any time.
- Ask the participant to directly state their willingness to be a part of the project

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EXERCISE 6
The Name Game

DURATION: 60 MINUTES

This is the first technical exercise of the workshop. It teaches participants the basic points of using a camera, and introduces them to the interactions between the interviewer and the interviewee. Since each participant will experience both being behind the camera and in front of it, the entire group will become aware of the special needs that arise in each situation.

Click the picture on the right for guidelines.



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DURATION: 30 MINUTES

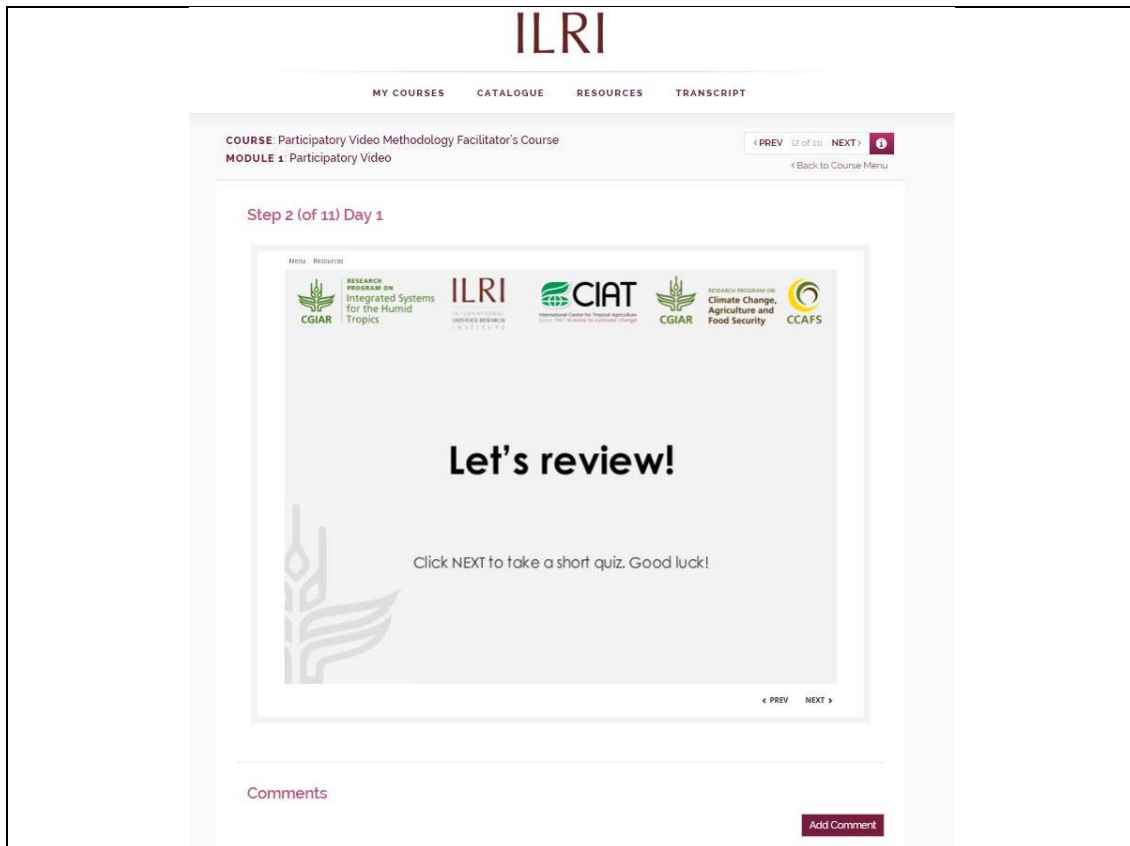
Any questions participants may have can be placed on the Question Tree. Give participants a brief overview of the following day's agenda. Remind participants who the volunteers are who will present the Recap Game the following morning.



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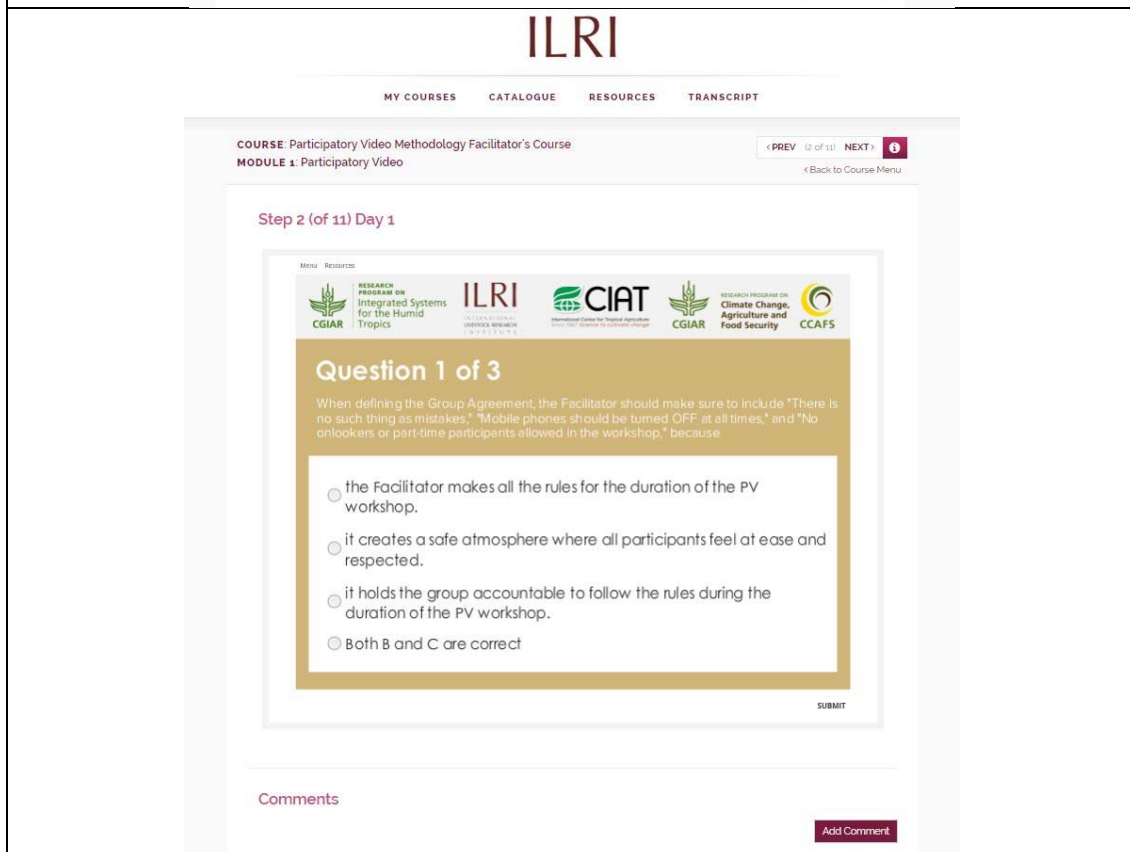
Let's review!

Click NEXT to take a short quiz. Good luck!

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Question 1 of 3

When defining the Group Agreement, the Facilitator should make sure to include "There is no such thing as mistakes," "Mobile phones should be turned OFF at all times," and "No onlookers or part-time participants allowed in the workshop," because

- ☐ the Facilitator makes all the rules for the duration of the PV workshop.
- ☐ it creates a safe atmosphere where all participants feel at ease and respected.
- ☐ it holds the group accountable to follow the rules during the duration of the PV workshop.
- ☐ Both B and C are correct

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DAY 2



Camera
Techniques and
Building Trust in
the Group

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
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DAY 2

Unit Objectives

- Expand participants' understanding of the technical aspects of structuring a video message.
- Encourage creative image display in the video, using different shot types and creating special effects.
- Create awareness and generate discussions about the way information travels through the community.

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Recap of Previous Day

DURATION: 30 MINUTES

Start the day by dedicating 30 minutes to the Recap Game, where the day's volunteers will give a summary of the previous day's activities and lessons learned. The rest of the group can add to this if they feel the volunteers missed something important.



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EXERCISE 1

Show and Tell

DURATION: 1.5 HOURS

This exercise will immediately immerse participants in the more complex task of creating a short film. This is a fast way to learn through doing, where mistakes and other technical issues become evident and can be quickly overcome, to reach a new level of understanding of the technical aspects of video.



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Click each button below for more

1

Divide participants into three groups, and assign a video camera to each group.

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Click each button below for more

2

Ask each group to choose a significant object to present in a 2-minute film. Do not give further instructions or guidance.

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Click each button below for more

3

When the groups have completed the task, watch the footage together. At this time, lead the group in a discussion about the positive points of their work, as well as areas that need improvement. Why do they think a certain shot could have been executed in a better way? How can this be improved next time?

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Click each button below for more

4

Using cards, ask participants to write down technical lessons they should keep in mind in future exercises, and place them on the wall.

During this exercise, it is very important not to make participants feel bad about any mistakes or technical flaws in their work. Be generous with praise about the positive aspects in their work, and remind them that mistakes are an essential part of the learning process.

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EXERCISE 2
The Disappearing Game

DURATION: 1 HOUR

This exercise allows participants to understand how the arrangement of the objects or persons being filmed, as well as a simple handling of the camera, can create special effects once the clips are played together. It also highlights the way the camera picks up even the slightest change, which can affect the overall outcome of the shot (for example, if one of the participants moves unexpectedly during the exercise).

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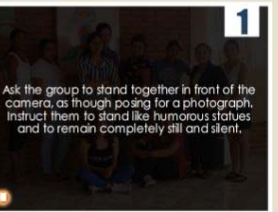

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This exercise allows participants to understand how the arrangement of the objects or persons being filmed, as well as a simple handling of the camera, can create special effects once the clips are played together. It also highlights the way the camera picks up even the slightest change, which can affect the overall outcome of the shot (for example, if one of the participants moves unexpectedly during the exercise).

Click each button below for more



1

Ask the group to stand together in front of the camera, as though posing for a photograph. Instruct them to stand like humorous statues and to remain completely still and silent.

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Click each button below for more

2

Ensuring the camera's sound is turned off, the facilitator will push the Record button and count to three, thus recording for three seconds. After the three seconds have passed, Pause the recording.

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Click each button below for more

3

Once the recording has been Paused, ask one of the participants to leave the group (remind the others they must remain still and silent). Instruct the participant to repeat the three-second recording initially done by the facilitator.

Explain to the participant that if the camera or tripod is moved even slightly, the effect will be spoiled. Learn to squeeze the Record button gently, rather than pushing it.

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Click each button below for more

4

Repeat the exercise until there are no more participants left in the group shot. Finally, film the empty space for 5 seconds.

As each person leaves the group, they will be instructed by the person working the camera how to carefully record the three-second clip. This way, everyone can have a turn at both practicing and explaining how this is done.

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5

Connect the camera to a television or projector and watch it immediately with the group. Play it forwards and backwards and make the group laugh – it will look like people are appearing and disappearing as if by magic.

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EXERCISE 3
 Information Flow Map

DURATION: 1 to 1.5 HOURS

This exercise will help participants understand how news and information travels through their community. Later on in the workshop, when they define their video topics, the lessons learned from this exercise will allow participants to identify the appropriate sources they need to seek out to support their message.

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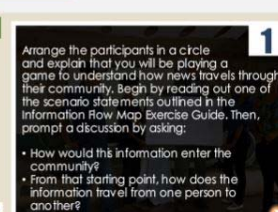






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

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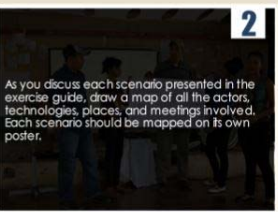
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2

As you discuss each scenario presented in the exercise guide, draw a map of all the actors, technologies, places, and meetings involved. Each scenario should be mapped on its own poster.

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

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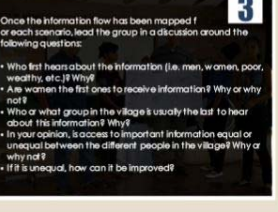
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DURATION: 1 to 1.5 HOURS

This exercise will help participants understand how news and information travels through their community. Later on in the workshop, the lessons learned from this exercise will allow participants to identify the appropriate sources they need to seek out to support their message.

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3

Once the information flow has been mapped for each scenario, lead the group in a discussion around the following questions:

- Who first hears about the information (i.e. men, women, poor, wealthy, etc.)? Why?
- Are women the first ones to receive information? Why or why not?
- Who or what group in the village is usually the last to hear about this information? Why?
- In your opinion, is access to important information equal or unequal between the different people in the village? Why or why not?
- If it is unequal, how can it be improved?

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EXERCISE 4

Shot Type Challenge

DURATION: 1.5 HOURS

This exercise teaches participants about the different ways an object or person can be displayed in the video, while encouraging them to think about creative ways to present an image depending on the message or emotion they are trying to convey.

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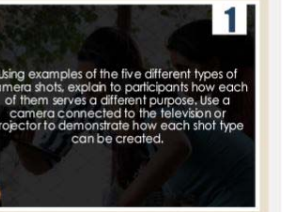
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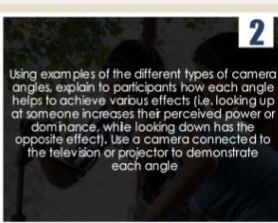
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2

Using examples of the different types of camera angles, explain to participants how each angle helps to achieve various effects (i.e. looking up at someone increases their perceived power or dominance, while looking down has the opposite effect). Use a camera connected to the television or projector to demonstrate each angle.

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3

Divide the participants into three different groups. Give each of them a camera, a tripod, and a headset.

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4

Challenge the participants to go out with their respective group to film an example of each shot type, including various camera angles. Each shot must be five seconds long.

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Click each button below for more

5

Once the participants have completed the task, connect the cameras to a television or projector and watch the footage with the participants. Lead the group in a discussion to identify each shot type, praise positive aspects of the group's work, and things to keep in mind next time.

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EXERCISE 4
Shot Type Challenge

DURATION: 1.5 HOURS

This exercise teaches participants about the different ways an object or person can be displayed in the video, while encouraging them to think about creative ways to present an image depending on the message or emotion they are trying to convey.

Click each button below for more



6
 Using cards, ask participants to write down any technical lessons learned and place them on the wall.

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Day 2
Conclusion

DURATION: 30 MINUTES

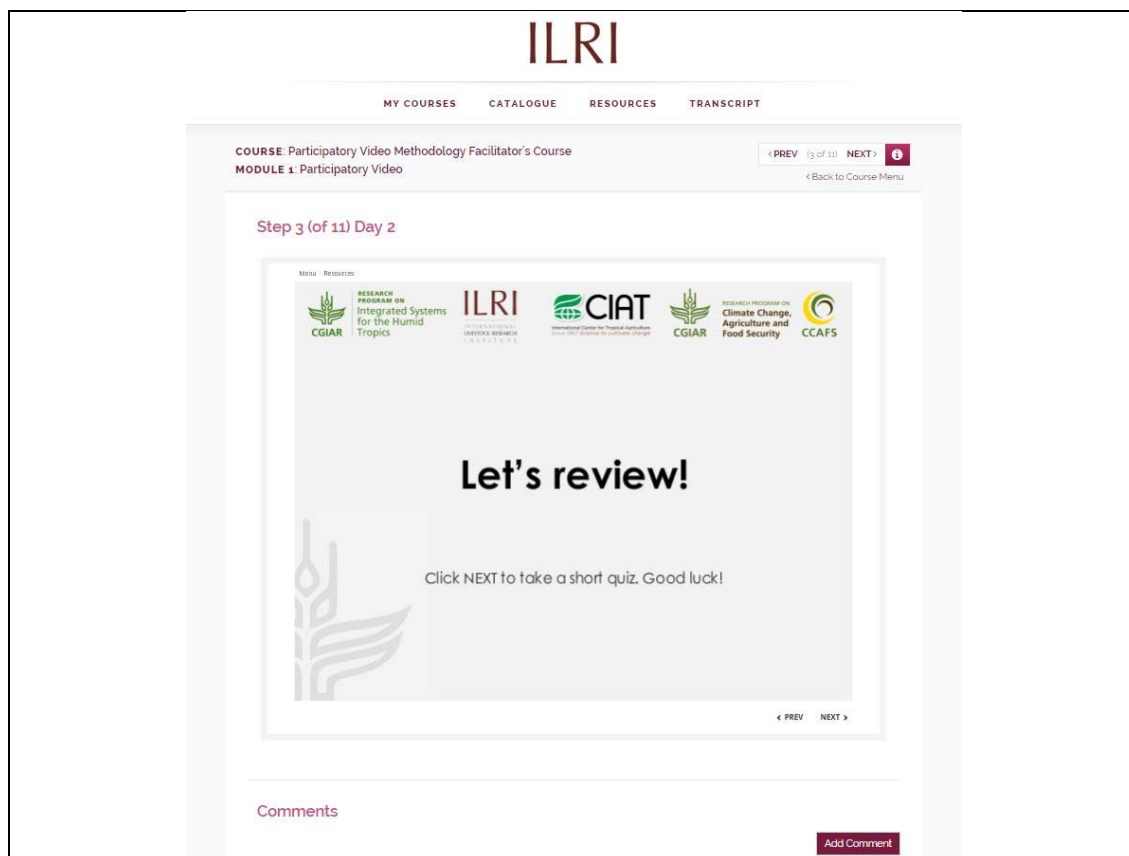
Any questions participants may have can be placed on the Question Tree. Give participants a brief overview of the following day's agenda. Remind participants who the volunteers are who will present the **Recap Game** the following morning.



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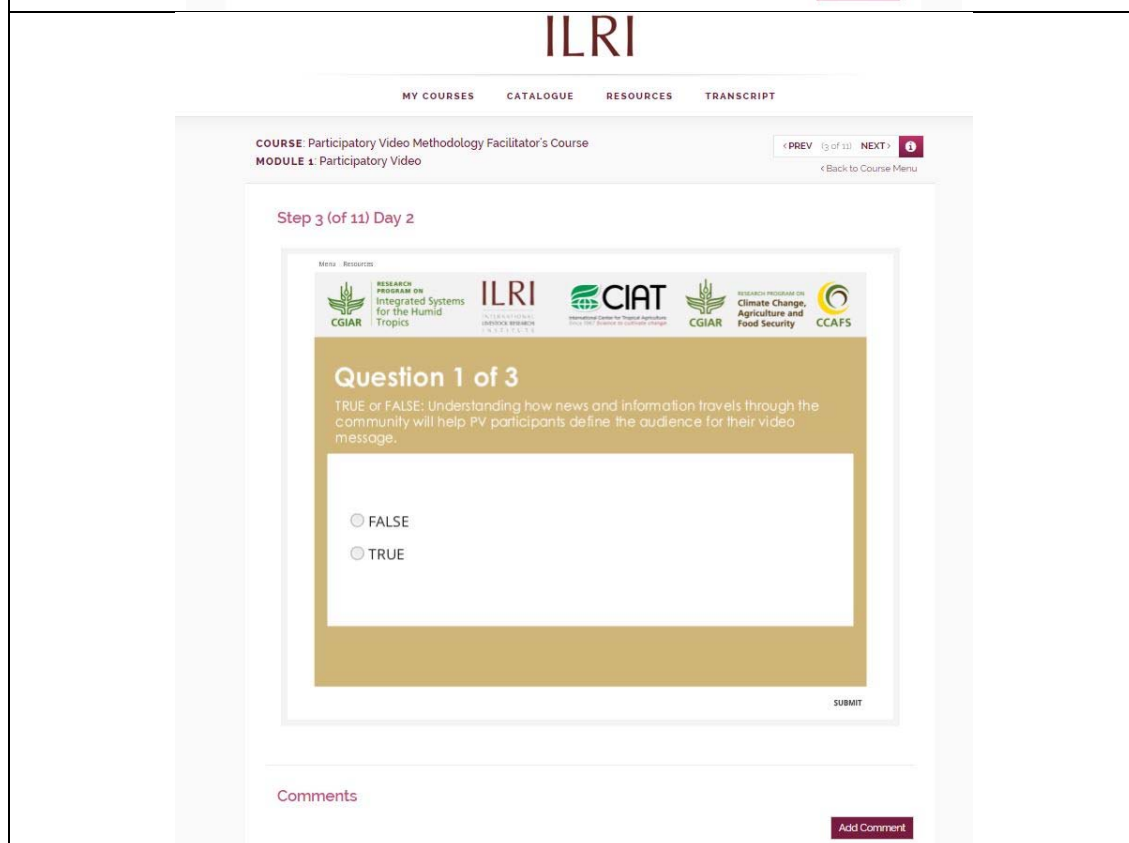
Let's review!

Click NEXT to take a short quiz. Good luck!

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Question 1 of 3

TRUE or FALSE: Understanding how news and information travels through the community will help PV participants define the audience for their video message.

☐ FALSE
☐ TRUE

SUBMIT


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DAY 3



Camera Techniques, Interview Skills, and Topics of Interest

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DAY 4



Interview Skills, Informed Consent, and Discussing Important Topics

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DAY 5



Preparing for the Storyboard

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DAY 6



Creating the Final Story Board

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DAY 7



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DAY 8



Paper Edit of the Final Video



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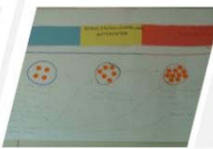

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DAY 9



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DAY 10



Community Screening and Celebration

NEXT

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Instructions and Tips for Carrying Out Organizational Analysis Interviews



Organizational Analysis Report

Annex 6: Tools and Training Materials to Mainstream Gender in Humidtropics Activities

An Introduction to Mainstreaming Gender in Humidtropics Activities – Lesson Plan

OBJECTIVES

- To understand the purpose of a gender analysis
- To understand why conducting a gender analysis is an important first step in project design

TIME FOR THIS MODULE

1 hour

GUIDE TO INSTRUCTOR

Read the background material (Handout 1) before you conduct this session

SEQUENCE OF ACTIVITIES

1. Start the session by reading out the statements from the various donor agencies (translating into local language if necessary) to underline the importance of gender mainstreaming to the agencies which are likely to fund the activities of the platform.
2. Explain the advantages of gender mainstreaming using the poster “Designing for Gender Equity” (supplied) and the poster/handout showing research findings about the value of improving supply of inputs, training, and land security for women farmers (to be made by trainer).
3. Lead the group in a discussion of the likely reasons behind these research findings. Suitable questions might include:
 - a. “Why do you think women would use more fertilizer and improve their crop yields if they had equal land rights?”
 - b. “Why do you think researchers found that their new technologies/new approaches were more widely adopted if they involved women farmers in their design and field testing?”
 - c. “Why do you think a \$10 increase in women’s incomes would bring about more improvements in child health and nutrition than a \$110 increase in men’s incomes?”
 - d. “How is it possible that giving women farmers equal access to labour and agricultural inputs would increase national agricultural production by 10 – 20%?”
4. Lead the group in an examination of each of the existing innovations being piloted by the platform to decide whether they are gender-blind, gender-neutral, or gender-transformative.

MATERIALS

Handout or poster showing the research findings from the joint 2013 publication by the World Bank, FAO, and IFAD, “Investing in Women as Drivers of Agricultural Growth” (taken from Handout 1).

Poster (supplied), “Designing for Gender Equity”

An Introduction to Mainstreaming Gender in Humidtropics Activities – Facilitator's Handout

What is Gender Analysis?

A gender analysis explores and highlights the relationships of women and men in society, and the inequalities in those relationships, by asking: Who does what? Who has what? Who decides? How? Who gains? Who loses? When we pose these questions, we also have to ask: Which men? Which women? These are important questions because something may not be the case for **all** women in a community, just like something might not be the case for **all** men. It might only be true for women from poor households or only for women from a certain ethnic group. Gender analysis breaks down the divide between the private sphere (involving personal relationships) and the public sphere (which deals with relationships in wider society). It looks at how power relations within the household interrelate with those at the international, state, market, and community level.

Gender analysis is essential for promoting equality between men and women through development projects. Key to this is making sure that development projects address the issues that women say are of particular concern to them. Sometimes, what we do in projects improves the lives of women (of men) without changing the existing gender division of labor or challenging women's subordinate position in society. Interventions that do this are typically concerned with inadequacies in living conditions such as provision of water, healthcare, and employment.

In other cases, what we do will transform the existing relations of unequal power between men and women. Examples may include issues such as legal rights, domestic violence, equal wages, and women's control over their bodies. However, many of these issues are perceived as part of a natural order, which cannot be challenged. To challenge these sorts of ideas, it is usually

Gender and the FAO

"We now have proof that closing this gender gap in agriculture and in other aspects of rural life could bring about significant developmental advances. Simply by giving women the same access to productive resources as men have, yields on women's farms would increase significantly, and substantial progress would be made in lifting millions out of food insecurity. Moreover, bridging this gap would put more resources in the hands of women and strengthen their voice within the household - a scenario that has proved to have multiplier effects on the food security, nutrition, education and health of their children. And better-fed, healthier children learn better, become more productive citizens and foster more innovative rural societies."

Jose Graziano da
 Silva, Director

necessary to exchange knowledge with someone who knows that it is possible to change the 'natural order'. This may be an external facilitator, or a community member who has experienced another environment or culture (e.g. a returning migrant worker). Men also may wish to transform their own roles (eg in order to be able to take part in child care or to resist conscription into a fighting force), or, on the other hand, they may resist women's demands for more control over their own lives.

Some have argued that all development interventions have an effect on power relations (the strategic area of life), whether this is intended or not.

Why is Gender Equality Important?

Gender equality is very high on the agenda of all donor organizations and most NGOs. Projects which do not seek to improve the status of women or where they may be a risk of harming women's interests are unlikely to receive funding.

What does FAO have to say?

In its 2010–2011 report, "The State of Food and Agriculture: Women in Agriculture", the Food and Agricultural Organization (FAO) emphasizes that achieving gender equality and empowering women in agriculture is crucial for agricultural development and food security.⁶ In 2013, FAO came out even more strongly in favour of gender equity:

To achieve its mandate, FAO will integrate gender issues into all facets of its work. It will ensure that gender mainstreaming becomes standard practice in all its normative work and all its regional, subregional and country-level programmes and projects. This action is in line with intergovernmental mandates on gender mainstreaming, and requires that all of FAO's information sharing and knowledge management activities, work on developing normative public goods, policies, regional, subregional and country programmes and projects, and technical interventions adopt a gender mainstreaming approach by incorporating gender analysis, using sex-disaggregated data and paying attention to gender-differentiated impacts (FAO 2013, p.4).⁷

What does the World Bank have to say?

⁶ Food and Agriculture Organization (FAO). 2011. *State of Food and Agriculture 2010–11: Women in Agriculture—Closing the Gender Gap for Development*. Rome.

⁷ Food and Agriculture Organization (FAO) 2013. *FAO Policy on Gender Equality: Attaining Food Security Goals in Agriculture and Rural Development*, Food and Agriculture Organization of the United Nations, Rome.

The World Bank has long argued that closing the gender gap is not only the right thing to do but also smart economics.

The World Bank Group takes as its starting point that no country, community, or economy can achieve its potential or meet the challenges of the 21st century without the full and equal participation of women and men, girls and boys. Failure to fully unleash women's productive potential meanwhile represents a major missed opportunity with significant consequences for individuals, families, and economies.⁸

Between 2010 and 2013, the total share of World Bank Group lending that was gender-informed rose from 54 percent to 98 percent.

What does the BMGF have to say?

The Bill and Melinda Gates Foundation (BMGF) explicitly state: 'We receive some grant proposals that do not account for gender differences and do not consider how agricultural initiatives may benefit or hinder women or men. We refer to such proposals as *gender neutral*. The foundation does not support these types of projects because women can be further marginalized if their concerns and needs are not explicitly factored into the program design'.⁹

- *The Evidence*

This strong stance on gender is based on a substantial body of evidence that shows that improving the status, education, and livelihoods of women contributes to:

- improved agricultural productivity
- accelerated adoption of new technology
- healthier children and reduction in child mortality
- reduction in fertility
- reduced costs to public health from domestic violence

The examples below are taken from a joint 2013 publication¹⁰ by the World Bank, FAO, and IFAD

⁸ <http://www.worldbank.org/en/topic/gender/overview#1>

⁹ <http://www.gatesfoundation.org/What-We-Do/Global-Development/Agricultural-Development/Creating-Gender-Responsive-Agricultural-Development-Programs>, Accessed 16-Jan-2016.

¹⁰ J. Ashby, M. Hartl, Y. Lambrou, G. Larson, A. Lubbock, E. Pehu, C. Ragasa 2013. *Investing in Women as Drivers of Agricultural Growth*, World Bank, FAO, and IFAD

- In Ghana, if women and men had equal land rights and tenure security, women's use of fertilizer and profits per hectare would nearly double
- In Honduras, Nepal, the Philippines, Rwanda, South Africa, and Zambia studies find that involving women in the design and field testing of new technologies such as crop varieties, small machinery, and farm tools speeds the adoption of innovations, increasing productivity and incomes
- In Cote d'Ivoire the improvements in child health and nutrition brought about by a US\$10 increase in women's income would require a \$110 increase in men's income
- In Burkina Faso, Kenya, and Tanzania, providing women entrepreneurs with the same inputs and education as men could increase business income by between 10 and 20 percent
- In Burkina Faso, Kenya, Tanzania, and Zambia, allocating land, labor, capital (and fertilizer) equally could increase production by between 10 and 20 percent

Gender Classifications of Policies/Programs

As a tool for practitioners and policy-makers to determine to what degree a project or a policy is explicitly working towards transforming unequal gender relations, it is useful to use the following categorize policies and projects into the following classifications: (Naila Kabeer 1992)

Gender-blind: These recognize no distinction between the sexes. They make assumptions, which often lead to biases in favor of the existing gender relations. Therefore, gender-blind policies and projects tend to exclude women.

Gender-aware: This type of policy or project recognizes that women are development actors as well as men; that the nature of women's involvement is determined by gender relations, which make their involvement different, and often unequal; and that consequently women may have different needs, interests, and priorities which may sometimes conflict with those of men.

Within the gender-aware category, a further classification is provided to distinguish the gender-aware category into the following sub-categories:

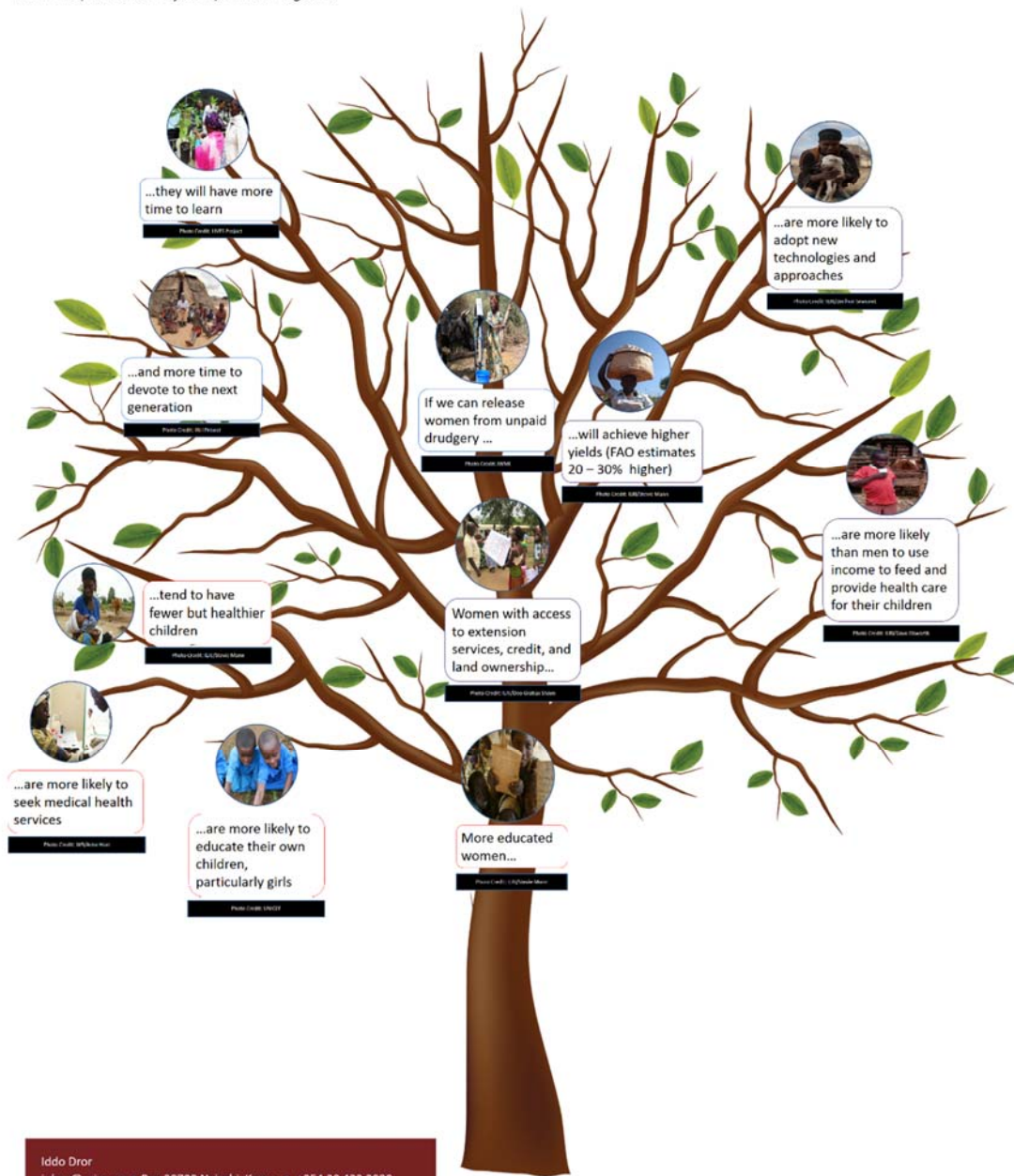
Gender-neutral: Policies or projects which are gender-neutral use the knowledge of gender differences in a given society to overcome biases in development interventions, in order to ensure that interventions target and benefit both sexes effectively to meet their practical needs. Gender-neutral policies and projects work within the existing gender division of resources and responsibilities

Gender-transformative: Policies or programs which are gender-transformative are intended to transform existing distributions of power and resources to create a more balanced relationship between women and men. They may target both sexes, or women or men separately.

Poster: Designing for Gender Equity

Designing for gender equity

Iddo Dror, Deborah Wyburn, Amare Tegbaru



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This project was funded by the Humidtropics CRP



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Gender Diagnostic Tools Related to Roles and Responsibilities – Lesson Plan

OBJECTIVES

- To understand the difference between the terms ‘sex’ and ‘gender’ and to recognise that gender is a cultural term
- To appreciate the value of women’s work.

TIME FOR THIS MODULE

2 hours

GUIDE TO INSTRUCTOR

1. Read the background material (Handout 2) before you conduct this session.
2. Display the supplied poster, “Women’s Work, Men’s Work” in the room.

SEQUENCE OF ACTIVITIES

1. Organize people into groups (at least some of the group must be literate) and do Exercise 1 (below).
2. Lead the group in a discussion about the difference between sex and gender.
3. Use the poster, “Women’s Work, Men’s Work” to explain what is meant by reproductive and productive work, and community political/leadership and community supporting roles. Ask the group to use these terms to categorize the type of work normally done by women and the type of work normally done by men in their communities.
4. Organize people into different groups (at least some of the group must be literate) and do Exercise 2 (below).

MATERIALS YOU SHOULD HAVE

- Copy of the supplied poster, “Women’s Work, Men’s Work”.
- Handouts for Exercise 1 and Exercise 2 (to be produced by the trainer in local languages if necessary).

Exercise 1: What is “gender” as opposed to “sex”?

Objective:

This exercise enables you to differentiate between the concepts of “gender” and “sex” and to reflect upon the usefulness of this distinction.

Time:

45 mins

Method:

1. Look at the columns in the table below. Without pausing to think too long, fill in under each column those characteristics or attributes which you consider to be typically female and typically male, respectively. Try to write the first thoughts that come into your mind.

Woman	Man

1. Now, look at each of the attributes in the column entitled “woman”. Consider whether any of them can also be placed under the column entitled “man”. Similarly, can any attributes under the “man” column be placed under the “women” column, too? In other words, can men do what women can, and can women do what men can?

On reflection, you will notice that only the biological functions cannot be interchanged. All the other characteristics can be interchanged, although in practice, this may not be the case. This is because of gender stereotyping, which often restricts men and women to attitudes, roles and activities that are socially or culturally prescribed as “appropriate” for each gender.

3. Consider whether the conceptual differentiation between “sex” and “gender” is a useful one in analysing men’s and women’s activities, constraints and needs in the world of work.

[Taken from ILO/SEAPAT’s OnLine Gender Learning & Information Module, <http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/ex1sxgn.htm>, Accessed 14-Jan-2016]

Exercise 2: Gender roles identification

[Taken from ILO/SEAPAT's OnLine Gender Learning & Information Module, <http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/ex1sxgn.htm>, Accessed 14-Jan-2016]

Introduction

The concept of gender roles along with this gender roles identification exercise has been developed from the work of Caroline Moser.

Objective

This exercise helps you identify gender roles through the various daily tasks of men and women in low-income households in different regions of the world.

Time to Allocate:

1 hour

Method

1. Consider the daily lives of a husband and a wife in a low-income household in your country
2. Decide on the location of your household (urban or rural) and specify the members of your household (including their age and sex).
3. Consider the tasks that the husband and wife do on an average working day.
4. Chart these tasks during a twenty-four hour period in the respective columns using Table 1 below.

Table 1

Time	Tasks done by women	Tasks done by men
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		

17:00		
18:00		
19:00		
20:00		
21:00		
22:00		
23:00		
24:00		
1:00		
2:00		
3:00		
4:00		

5. List each of the above tasks again in Table 2 below, specifying F (female) after each task if it pertains to the wife, and M (male) if it pertains to the husband. Based on the definitions of gender roles given in Unit 1, determine which types of gender roles of the husband and wife are reflected in each of these tasks. Enter this information into column 2 of the table, using the symbols R (reproductive), P (productive), CP (community politics) and CM (community support). Also fill in the following columns for each task:

column 3: is the task rewarded or not? (Y/N)

column 4: is the task routine or special? (R/S)

column 5: is the task biologically or culturally determined? (B/C)

column 6: is the task high or low status? (H/L)

Table 2

[illegible]

1. Consider what gender-based patterns, if any, are revealed through the tasks you have identified? patterns, for example, in the time, location, degree of social interaction, type of activity, degree of routinization, status and rewards to the tasks identified.
2. Consider whether the fact that men and women play different roles, perform different activities and therefore have different needs, may have implications for the design of research activities in your innovation platform. If so, how?

Gender Diagnostic Tools Related to Roles and Responsibilities – Facilitator’s Handout

What do we need to know to conduct a Gender Analysis?

There are some concepts that are essential to understand before you can conduct a gender analysis. For example, it would be impossible to perform a gender analysis without understanding the concepts of sex and gender, or how the division of labour between women and men is affected by, and in turn shapes, gender power relations. But some other concepts, which you may see if you read more widely about this topic – for example practical, and strategic gender needs – are not vital to do good work. They may even mislead, because reality does not fit into such neat categories. In these workshops we only deal with essential concepts.

Terms and concepts used here are the subject of widespread and continuing debates by researchers and workers in academia and development organizations. We cannot do complete justice to it here and rather, we explain the terms and concepts briefly, as they are currently understood and used by gender and development practitioners.

Sex & Gender

Sex is the biological difference between women and men. Sex differences are concerned with men’s and women’s bodies. Men produce sperm; women bear and breast-feed children. Sexual differences are the same throughout the human race.

Gender: Sex is a part of human biology; gender is not. The experience of being male or female differs dramatically from culture to culture. The concept of gender is used to describe all the socially given attributes, roles, activities, and responsibilities connected to being a male or a female in a given society. Our gender identity determines how we are perceived, and how we are expected to think and act as women and men, because of the way society is organized.

Gender relations: Gender relations are concerned with how power is distributed between the sexes. Gender relations are simultaneously relations of cooperation, connection, mutual support, and of conflict, separation, and competition, of difference and inequality. They create and reproduce systemic differences. They define the way in which responsibilities and claims are allocated and the way in which each is given a value. Gender relations vary according to time and place, and between different groups of people. They also vary according to other social relations such as class, race, ethnicity, disability and so on.

Work

Gender division of labor: in all societies, men and women are assigned tasks, activities and responsibilities according to their sex. The gender division of labour varies from one society and culture to another, and within each culture, it also changes with external circumstances and over time. Because in most societies, gender power relations are

skewed in favour of men, different values are ascribed to men's tasks and women's tasks. As a result of their low status in the community, the activities which women perform tend to be valued less than men's; and in turn, women's low status is perpetuated through the low value placed on their activities.

In all types of work done by men and women, a distinction can be made between productive work (production) and reproductive work (reproduction).

Production: This includes the production of goods and services for income or subsistence.

It is the work done which is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Both women and men perform productive work, but not all of this is valued in the same way.

Reproduction: This encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.

Community Work: This involves the collective organization of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organizations, local political activities, and so on. This type of work involves considerable volunteer time and is important for the spiritual and cultural development of communities and as a vehicle for community organization and self-determination. Both women and men engage in community activities, although women tend to participate in community health care, water supplies, and cooking for community meetings on a voluntary basis. In contrast, men participate in meetings, discussions and politics, often in return for power, status or money.

Poster: Women's Work, Men's Work

Women's Work, Men's Work

Iddo Dror, Deborah Wyburn, Amare Tegbaru



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George Wamwere-Njoroge, Paul Karaimut



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Annex 7: EXTRAPOLATE – Slides from eLearning module

Tools for Analysis & Planning: EXPTRAPOLATE

Module 7
Innovation Platforms Training Series for Humidtropics

Download the transcript for the slides in this step

Click Next to continue

Navigating in this module

Sometimes it is easier to follow the slide audio if you can also see what is being said. If you would like to use this facility, simply click this button on the introductory slide for each step.

Download the transcript for the slides in this step

Click Next

Preview Slide 2/9

Objectives

After completing this first step you will:

- Understand the processes behind and the steps represented by the ExTRaPolAte model for participatory analysis and planning;
- Be able to lead a group of stakeholders through the steps of the model to select the best entry points for action by your innovation platform;
- Be able to install and use the ExTRaPolAte software.

Learning Objectives

Click Next to continue

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Preview Slide 3/9

A Quick Orientation to the Model

ExTRaPolAte stands for **Ex** ante **T**ool for **R**anking **P**olicy **A**lternatives.

'Ex Ante' means something that is done before - in this case it means analysing a number of possible policies to determine which are most likely to improve the livelihoods of critical stakeholders even before they are legislated.

Click the colour arrows at right to find out more.

Meet the Designers

The basic building blocks

How does it work?

Installing the software

Click Next

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Preview

Slide 4/9

The Designers of EXTRAPOLATE

Peter Thorne came to ILRI after 12 years as an independent consultant working on research and development projects in Africa and Asia. His particular area of interest was mixed farming systems. He currently coordinates the Africa RISING project in the Ethiopia Highlands.



Click the 1-2-3 buttons (right) to meet the scientists.....

1

2

3

Click Next to continue

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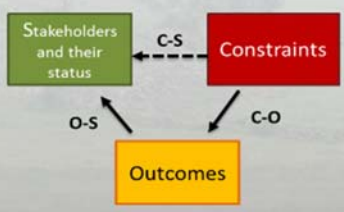
Preview

Slide 5/9

EXTRAPOLATE - The basic building blocks

- Attempts to predict what will happen to stakeholder livelihoods as a result of taking some action within a system.
- System needs to be defined by identifying:
 - Stakeholder groups;
 - Outcomes that could improve the livelihood of stakeholder groups;
 - Constraints to improving these outcomes
 - Entry points for taking action

Components of the EXTRAPOLATE Model



```

graph TD
    S[Stakeholders and their status]
    C[Constraints]
    O[Outcomes]
    C -.->|C-S| S
    O -->|O-S| S
    C -->|C-O| O
  
```

Click

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Integrated Systems
for the Humid
Tropics

Preview Slide 6/9

EXTRAPOLATE - How does it work?

```

graph LR
    EP[Entry Points 0] --> C[Constraints 4]
    C --> O[Outcomes 6]
    O --> S[Stakeholders]
    S -- 0 --> C
    O -- 6 --> EP
  
```

- Creates a mathematical model of the system by assigning relative values (rankings) to:
 - Livelihood status of each stakeholder group
 - Impact of improving Outcomes on Livelihood status
 - Impact of relaxing Constraints on Outcomes
 - Impact of taking action at given entry points on Constraints

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Click Next

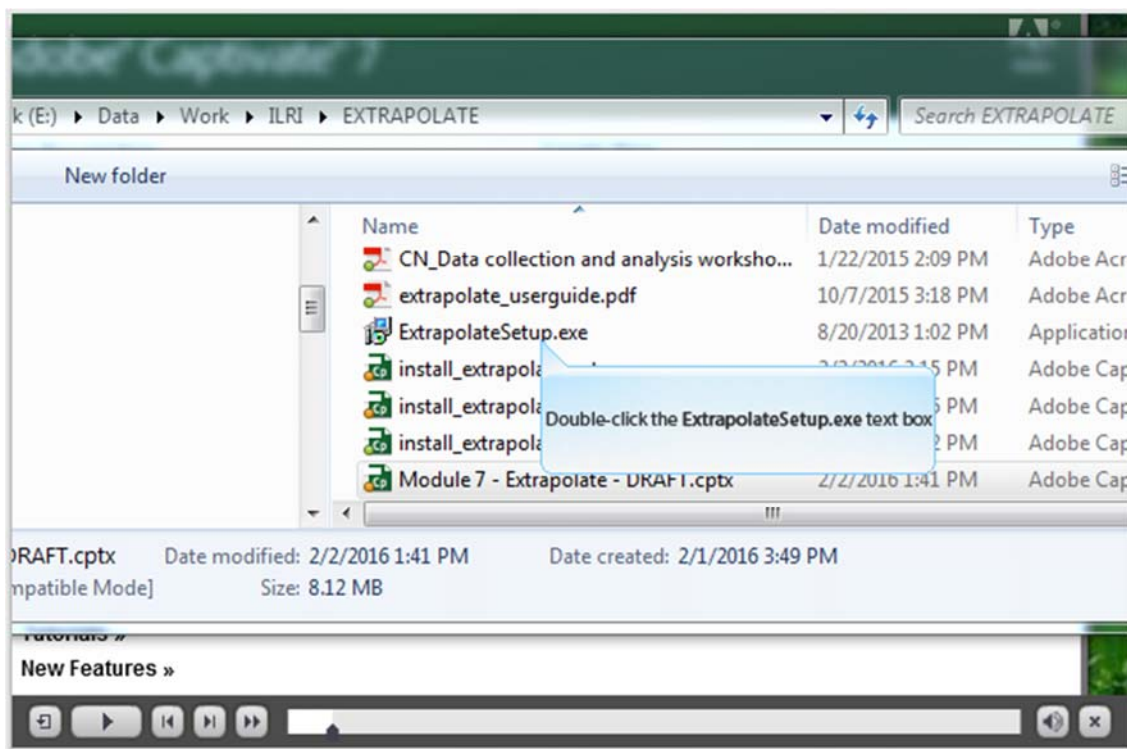
Preview Slide 7/9

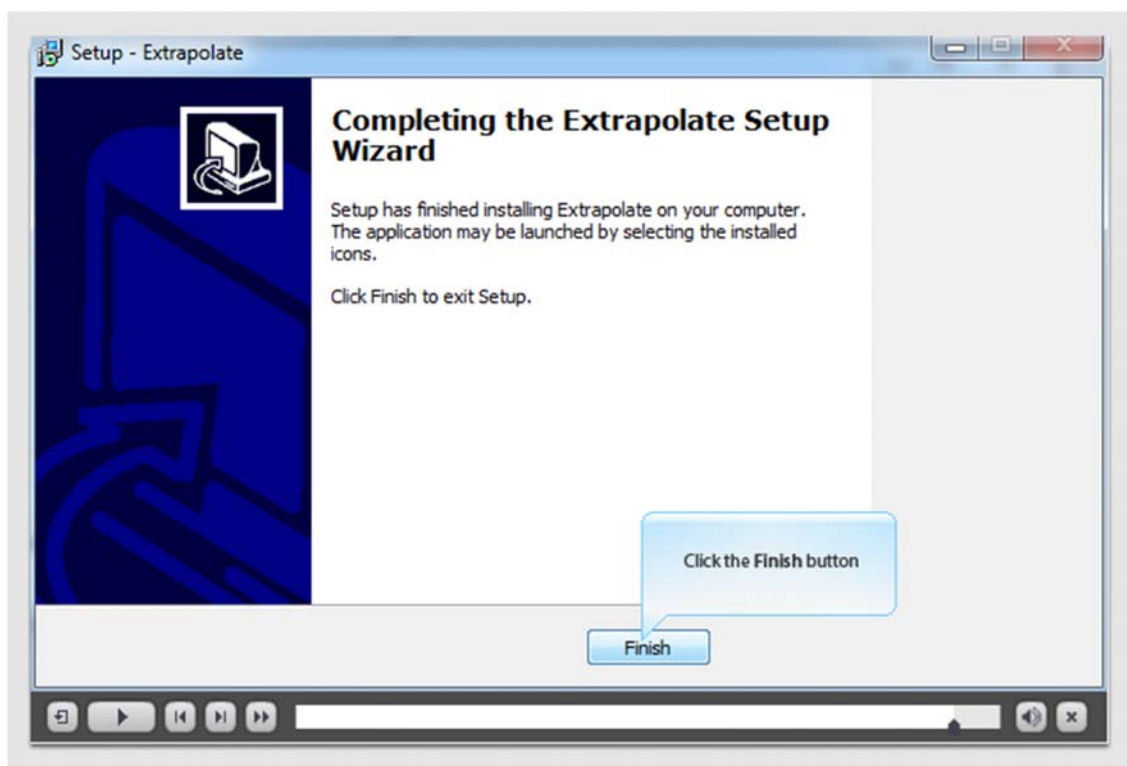
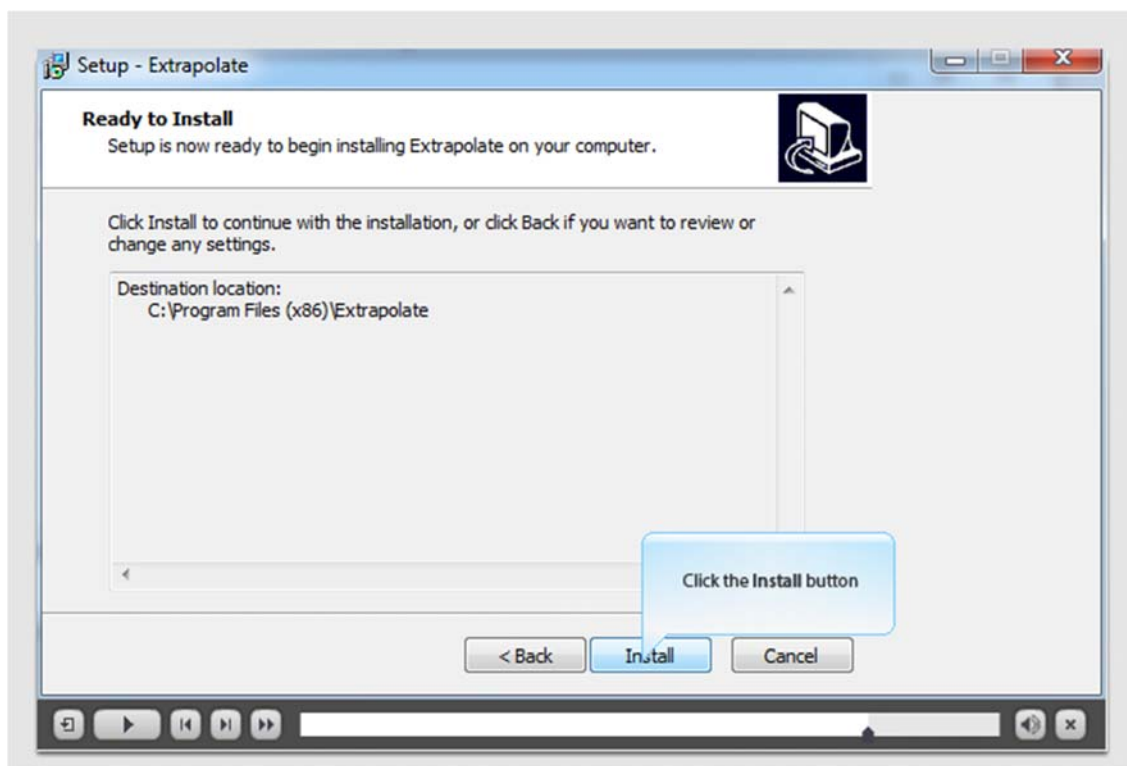
EXTRAPOLATE - Installing the Software

- The next STEP includes a simulation of installing the EXTRAPOLATE software. Simply follow the on-screen instructions to simulate installing the software without actually storing anything on your hard drive.
- When you are confident that you can do the installation by yourself, download the ExtrapolateSetup.exe file from the RESOURCES menu of this LMS and install EXTRAPOLATE.

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Click Next





Review of this Step

In THIS STEP you have:

- reviewed the basic building blocks of the EXTRAPOLATE model;
- been introduced to how the model works and what it aims to do; and
- met the designers.

In the NEXT STEP, you will install the software on your computer.

Click Next



Preview

Slide 9/9


You have finished this step.

Click **NEXT >** (above right) to go to the next step.

Tools for Analysis & Planning: EXTRAPOLATE


Step 2

 Download the transcript for the slides in this step





Click Next  to continue

Viewing existing Models

Extrapolate - viewing existing models

Home | Model Data | Summary Graphs | Entry Point Analysis

Control Centre

Home | Manual | Exit

Extrapolate Home

Import | Export | Duplicate

Exchange Models


Control Centre

List of Models | Model Details | Model Diagram

Driving variable used: Stakeholder livelihood status | Level of resolution: High

Description

The ideal milk preservation technology is cooling, but in many places in developing countries where infrastructure is lacking, or cooling is otherwise not possible, some alternative technology is required. The only approved method of raw milk preservation for local and regional markets is the use of the lactoperoxidase (LP) system (FAO, 2005). Use of the LP system for milk and milk products intended for international trade is currently prohibited, although this prohibition is currently being reviewed. The LP system operates "by the reactivation of the enzyme lactoperoxidase, which is naturally present in raw milk, in the presence of a source of peroxide" (FAO, 2005). The result is that the multiplication of bacteria present in the milk is blocked for a fixed time, which is dependent on temperature. When used appropriately, the LP system does not present a toxicological hazard, and it has no effect on the sensory qualities of milk.

Click Next 

Tools for Analysis & Planning: EXTRAPOLATE

Step 3

 Download the transcript for the slides in this step








Click Next  to continue


Entering Stakeholder Livelihoods Data



Extrapolate - Entering Stakeholder Livelihoods Data

List of stakeholder groups Set description of current group Pairwise comparisons


Drag a column header here to group by that column

Stakeholder group	Livelihood status (0 - 10)
S01 Milk bulking agents	5
S02 Large scale plants	9
S03 Small scale plants	6
S04 Dairy processors	9
S05 Producer households	2
S06 Producer households, women	1
S07 Consumer households	3
S08 Hired transporters	7
S09 Distributors	8
S10 Sedentary retailers	4
S11 Mobile retailers	2

00:16 

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Preview





Slide 1/8


Tools for Analysis & Planning: EXTRAPOLATE

Step 4

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Preview

Slide 2/8


Objectives of this Step

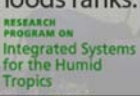
In this step you will start making your own model by assigning a livelihood status to each stakeholder group in a simple fictional system.

CLICK on each of the squares in the diagram at right to be reminded of the function of each of the components of an EXTRAPOLATE model.

By the end of this step, you will be able to:

- assign livelihood status to stakeholders;
- enter stakeholder livelihoods data to the software;
- Use the pairwise comparisons feature to help a group determine livelihoods ranks.





Click Next  to continue



```

graph TD
    S[Stakeholders and their livelihood status] -- C-S --> C[Constraints]
    S -- O-S --> O[Outcomes]
    C -- C-O --> O
        
```


Preview Slide 2/8

Ob

When you take any action in a complex agricultural system, some stakeholder groups are likely to be advantaged and some will be disadvantaged. The first step in using the EXTRAPOLATE model is to identify stakeholder groups likely to be affected by the entry points for action you are considering. The next step is to assign a relative livelihood status or rank to each group. Once you make the model, it will help you to see how much the livelihoods of important groups will be improved through the different actions you are considering.

By the end of this step, you will be able to:

- assign livelihood status to stakeholders;
- enter stakeholder livelihoods data to the software;
- Use the pairwise comparisons feature to help a group determine livelihoods ranks.

Diagram illustrating the EXTRAPOLATE model components and relationships:

```

graph TD
    Constraints[Constraints] -- C-S --> Stakeholders[Stakeholders and their livelihood status]
    Stakeholders -- O-S --> Outcomes[Outcomes]
    Outcomes -- C-O --> Constraints
  
```

Click Next to continue

Preview Slide 3/8

EXTRAPOLATE - Working through the steps

Diagram illustrating the EXTRAPOLATE model components and relationships:


```

graph TD
    Constraints[Constraints] -- C-S --> Stakeholders[Stakeholders and their livelihood status]
    Stakeholders -- O-S --> Outcomes[Outcomes]
    Outcomes -- C-O --> Constraints
  
```

- Define and assign livelihood status to each stakeholder group
- Define constraints faced by the different groups and rank them numerically
- Define outcomes (measurable effects of relaxing constraints)
- Assign numeric values to impacts of constraints on outcomes
- Assign numeric values to impacts of outcomes on stakeholder groups
- Identify proposed entry points for system actions
- Assign numeric values to the impact of action at a particular entry point on constraints
- Assign numeric value to relevance of entry points to different outcomes

Click Next to continue

Preview Slide 4/8



Teachers Students Employers Parents

Submit

Drag & Drop the numbers below on to the stakeholder images above to assign a livelihood status to each of the stakeholder groups.

Lowest livelihood status 1 2 4 5 Highest livelihood status

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Click Next to continue


Preview Slide 5/8

Assigning Livelihood Status as a Group

EXTRAPOLATE is meant to support **participatory** analysis and planning. How would **you** lead a group of 30 people to rank stakeholders by their livelihood status?

CLICK on your preferred answer below.

- a) Voting by a show of hands
- b) Using clickers or flip books



Voting? What about "group think"?


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Preview

Slide 6/8

Using pairwise comparisons to rank status

In more complex cases, it may be useful to use the PAIRWISE COMPARISON feature of the software to help a group to assign rankings for livelihood status. Watch the video and then try for yourself.



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Preview

Slide 7/8

EXTRAPOLATE - Ranking livelihood status

Now that you have thought about how to lead a group of participants in ranking the livelihood status of your system stakeholders, it is time for you to learn how to enter this data into the software. In the next STEP you will watch a video explaining the process.

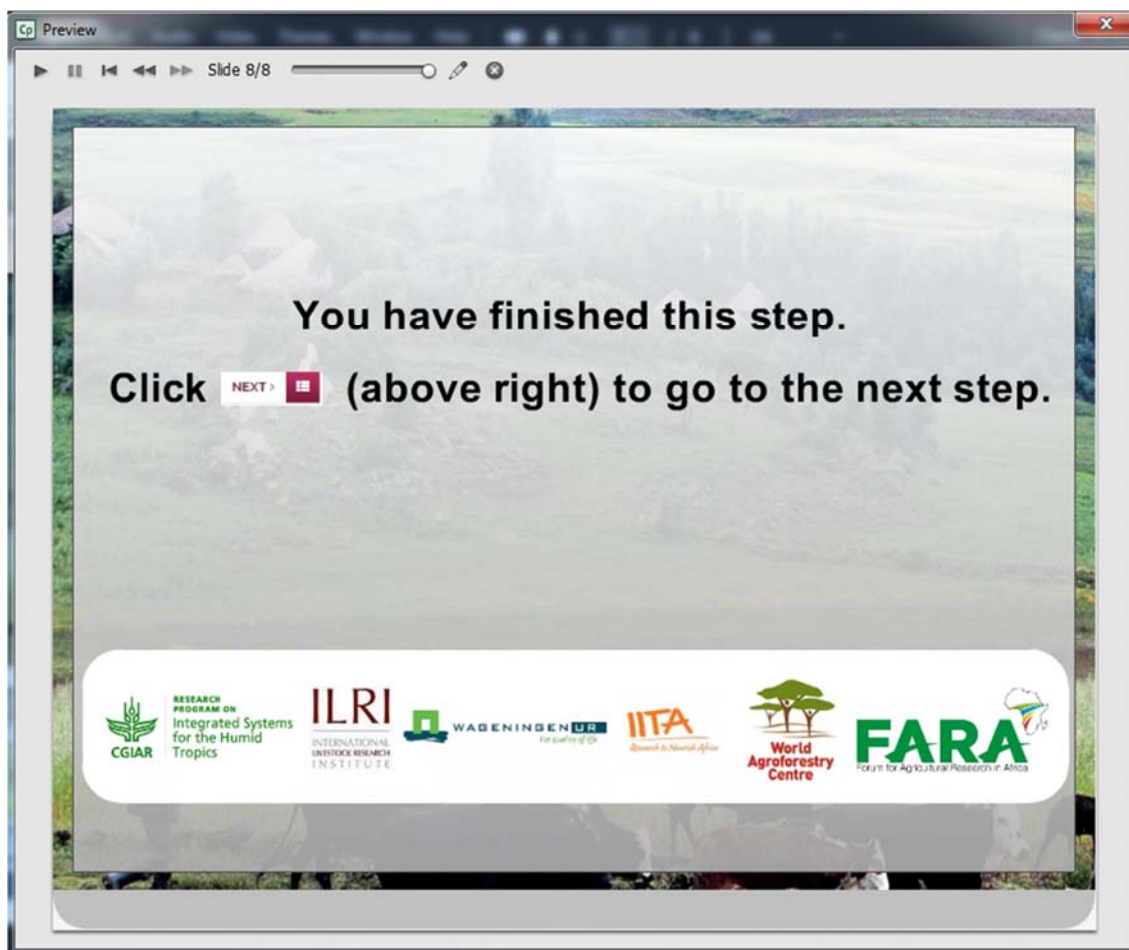


After you watch the video, open the EXTRAPOLATE software on your computer and practice adding a stakeholder group and entering a rank. You might also like to practice using the PAIRWISE COMPARISON feature of the software. Don't worry about altering data. Whenever you want to revert to the original model, just reinstall the software.

Click Next to continue

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Tools for Analysis & Planning: EXTRAPOLATE


Step 5

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Adding Outcomes Data to the Model

Extrapolate - Adding Outcomes data to the model


Pro-Poor Livestock Policy Initiative
 A Living from Livestock



Ex-ante Tool for Evaluating Policy Alternatives - Extrapolate


EXTRAPOLATE (Ex-ante Tool for Evaluating Policy Alternatives) arose out of the need for a decision support tool to assess the impact of different entry points. By disaggregating the effects of entry points, the tool facilitates discussion of the relevant issues and enables users to visualize the predicted impacts of interventions targeting these entry points, based on numerical analysis. The tool serves as a filter that allows the user to drill through, in an 'ex-ante' fashion, a range of entry points to identify those that could be applied in a specific situation to achieve particular outcomes that further particular objectives. This would be the first step in assessing potential impact before looking at identified entry points options in more detail. The tool has the further characteristics that it is participatory in nature, encouraging stakeholder involvement and discussion around the likely impact of interventions based on different entry points.

In essence, for a particular theme (e.g. a date neutral relatively homogeneous stakeholder group) are first identified (a scenario chain approach can be helpful in deciding who is involved and when), and these groups are assigned a livelihood status (or some other category of well-being). The constraints that they face in relation to the particular theme are then identified and entry points (using free reference to the different groups). Outcomes are then identified as the measurable effects of achieving these constraints, and the impact of these outcomes on livelihood status is estimated. Thus the present 'ex-ante' situation is described, and interventions can then be introduced. These effects are estimated in terms of their impact on constraints, which in turn influence the livelihood status of the different stakeholder groups.

The development of Extrapolate was conceived and financially supported by DCD/DCP, Pro-Poor Livestock Policy Initiative (PPLI). For more information on the project, and the Extrapolate tool, in its original form as a web-based application, go to: <http://www.pplii.org>

00:03



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Preview Slide 1/13

Tools for Analysis & Planning: EXTRAPOLATE

Step 6

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Preview Slide 2/13

Objectives




After completing this step you will be able to:

- use participatory techniques to identify and rank system constraints
- use Nominal Group Technique in a participatory session
- identify and rank outcomes that will result from relaxing constraints
- enter constraints and outcomes data into the software



Learning Objectives


Click Next to continue



Preview

Slide 3/13

EXTRAPOLATE - Working through the steps




- Define and assign livelihood status to each stakeholder group
- Define constraints faced by the different groups and rank them numerically
- Define outcomes (measurable effects of relaxing constraints)
- Assign numeric values to impacts of constraints on outcomes
- Assign numeric values to impacts of outcomes on stakeholder groups
- Identify proposed entry points for system actions
- Assign numeric values to the impact of action at a particular entry point on constraints
- Assign numeric value to relevance of entry points to different outcomes



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Preview


Slide 4/13




Teachers



Students



Employers



Parents

Submit


Drag the constraints below onto the stakeholder images above to match constraints with the stakeholders most affected by them.

Long commute

Large class sizes

Few job prospects

Unable to recruit locally



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Click Next to continue

Preview Slide 5/13

Teachers Students Employers Parents

Submit

Taking the example of LARGE CLASS SIZES, drag the numeric ranks below onto the stakeholder images above to show how relevant this constraint is to each stakeholder group.

9 8 6 4

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Preview Slide 6/13

EXTRAPOLATE - Identifying Constraints

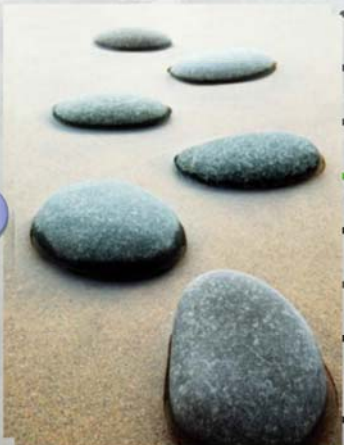
How can we identify constraints that will not be identified if we only look at the current situation?

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Preview Slide 7/13

EXTRAPOLATE - Working through the steps



- Define and assign livelihood status to each stakeholder group
- Define constraints faced by the different groups and rank them numerically
- Define outcomes (measurable effects of relaxing constraints)
- **Assign numeric values to impacts of constraints on outcomes**
- **Assign numeric values to impacts of outcomes on stakeholder groups**
- Identify proposed entry points for system actions
- Assign numeric values to the impact of action at a particular entry point on constraints
- Assign numeric value to relevance of entry points to different outcomes

Click Next to continue

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Preview Slide 8/13 Question 1 of 1

Match the outcomes in the list on the right with the constraints which need to be relaxed in order to achieve them.

Column 1	Column 2
<input type="text"/> Overcrowded classrooms	A) Students receive more individual attention
<input type="text"/> Unable to recruit locally	B) Lower recruitment costs
<input type="text"/> High teacher absenteeism	C) More time spent learning

Clear Submit

Preview

Slide 9/13

Ranking the relationship between constraints and outcomes

Submit

Increased student achievement

Increased student achievement

Better job prospects

Drag these constraints into the right place.

Teacher Absenteeism

Absence of teaching materials

Click Next to continue

Preview

Slide 10/13


EXTRAPOLATE - Working through the steps

- Define and assign livelihood status to each stakeholder group
- Define constraints faced by the different groups and rank them numerically
- Define outcomes (measurable effects of relaxing constraints)
- **Assign numeric values to impacts of constraints on outcomes**
- **Assign numeric values to impacts of outcomes on stakeholder groups**
- Identify proposed entry points for system actions
- Assign numeric values to the impact of action at a particular entry point on constraints
- Assign numeric value to relevance of entry points to different outcomes

Click Next to continue

Slide 11/13

Move these discs to show how you would assign numeric values to the outcome "increased student achievement" on the livelihood status of the stakeholders shown.



1 2 3 5

Increased student achievement

Submit

Click Next to continue


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Slide 12/13

EXTRAPOLATE - Adding Outcomes Data

Once you have lead the participants of your workshop to a consensus on the probable outcomes that will eventuate from relaxing constraints, agreed on ratings to show the strength of the relationship between constraints and outcomes, and decided what numeric value to give to the likely impact these outcomes would have on each group of stakeholders, it is time to enter outcomes data to the model.

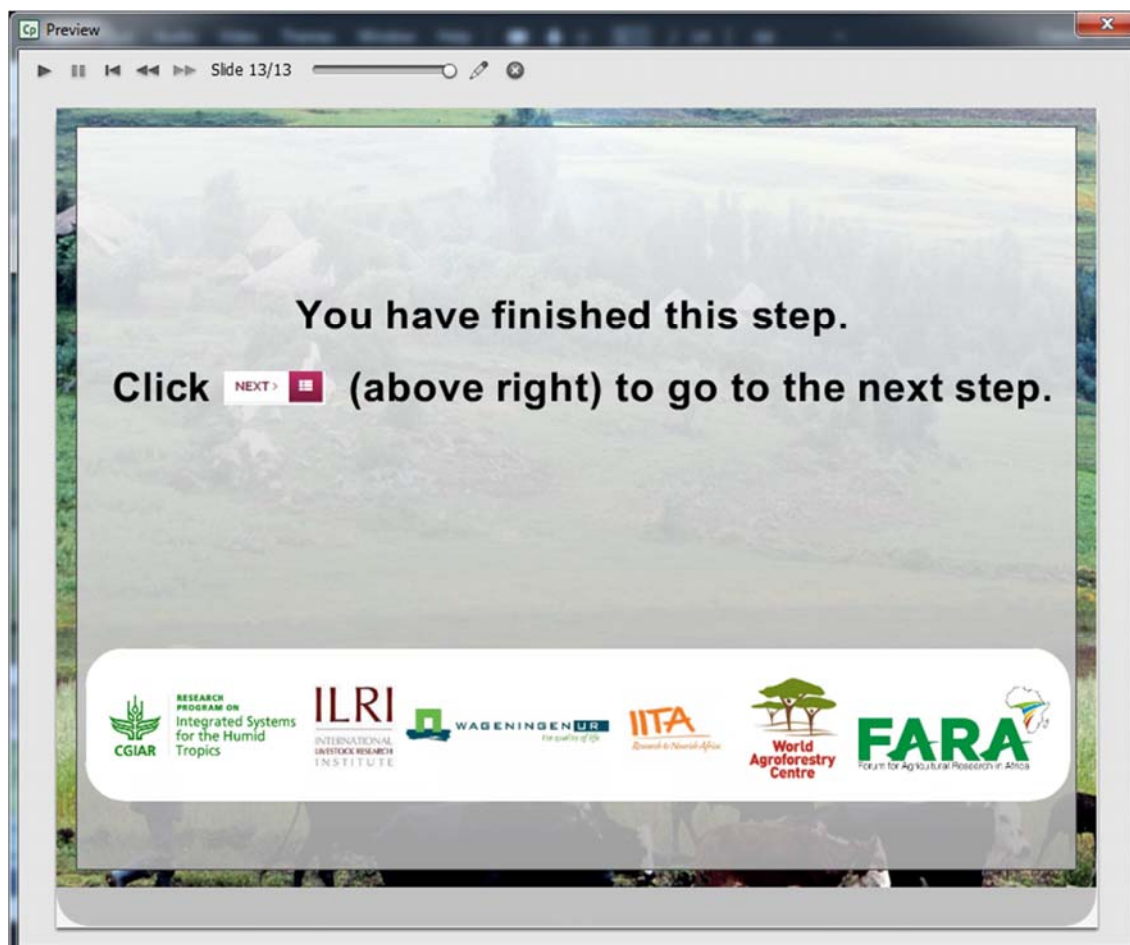
The video in the NEXT STEP will show you how this can be done. Once you have watched the video, try to repeat the exercise on your own.



Liberia's road system: a constraint for farmers
<https://blog.usaid.gov/2014/05/liberias-road-miles-and-miles-to-recovery/>

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Tools for Analysis & Planning: EXTRAPOLATE

Step 7



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Tropics

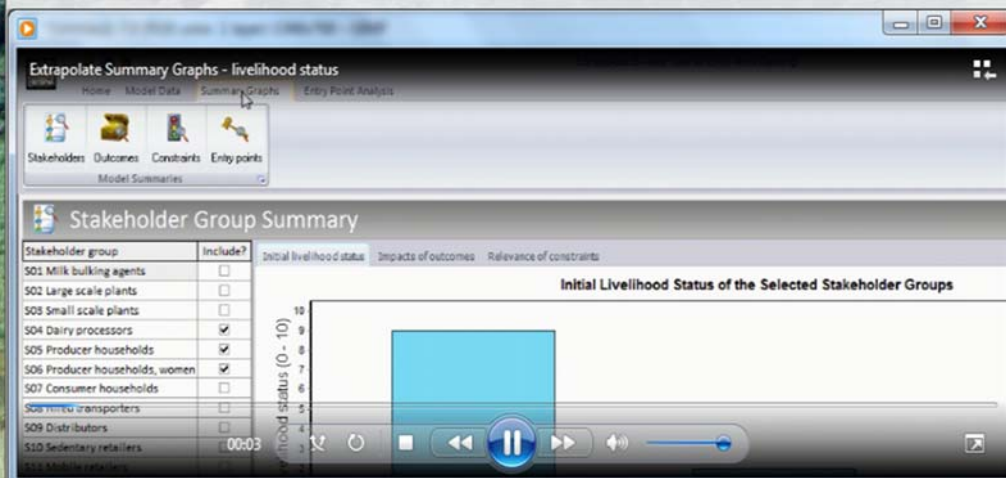


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Click Next to continue

Summary Graphs - Livelihood Status



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Preview


Slide 1/9


Tools for Analysis & Planning: EXTRAPOLATE

Step 8

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Preview

Slide 2/9



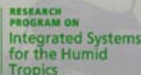
Objectives


After completing this step, you will be able to:

- identify proposed entry points for action within your system
- assign ranks to the impact of action on constraints
- use the Delphi technique to achieve consensus
- use the software model to analyse the system and make recommendations




Learning Objectives

Click Next  to continue

Preview Slide 3/9

EXTRAPOLATE: Working through the steps



- Define and assign livelihood status to each stakeholder group
- Define constraints faced by the different groups and **rank them numerically**
- Define outcomes (measurable effects of relaxing constraints)
- Assign numeric values to impacts of constraints on outcomes
- Assign numeric values to impacts of outcomes on stakeholder groups
- **Identify proposed entry points for system actions**
- Assign numeric values to the impact of action at a particular entry point on constraints
- Assign numeric value to relevance of entry points to different outcomes

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Preview Slide 4/9 Question 1 of 1


Which of the following is **NOT** an entry point likely to have an impact on livelihoods for the system described in the rural school scenario?

- ☐ A) Build new classrooms or repair unusable ones
- ☐ B) Provide teachers with a rural area location incentive payment
- ☐ C) Change the national curriculum
- ☐ D) Increase the district education budget

Back Submit



Preview Slide 5/9

EXTRAPOLATE: Working through the steps



- Define and assign livelihood status to each stakeholder group
- Define constraints faced by the different groups and rank them numerically
- Define outcomes (measurable effects of relaxing constraints)
- Assign numeric values to impacts of constraints on outcomes
- Assign numeric values to impacts of outcomes on stakeholder groups
- Identify proposed entry points for system actions
- **Assign numeric values to the impact of action at a particular entry point on constraints**
- Assign numeric value to relevance of entry points to different outcomes

Click Next to continue



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Preview Slide 6/9

Drag these discs onto the blank circles to indicate the numeric value you would give to the impact of the entry point on the constraint

Build new classrooms and repair unusable ones

Overcrowded classrooms

Provide teachers with a rural location incentive scheme

High teacher absenteeism

Open community college to provide skills training



Unable to recruit locally

Increase the district education budget

Lack of teaching materials

Submit

Click Next to continue



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Preview Slide 7/9

EXTRAPOLATE: Achieving consensus



You have completed a number of drag-&-drop exercises by now. In how many cases, did your answer agree with ours? Imagine what happens when you have 30 people in the room with you! You need to have some tools up your sleeve.

Click the link below to watch a YouTube video about the Delphi Method (by Mike Travis).

<http://pythiaofdelphi.weebly.com/index.html>

[Watch the video](#)

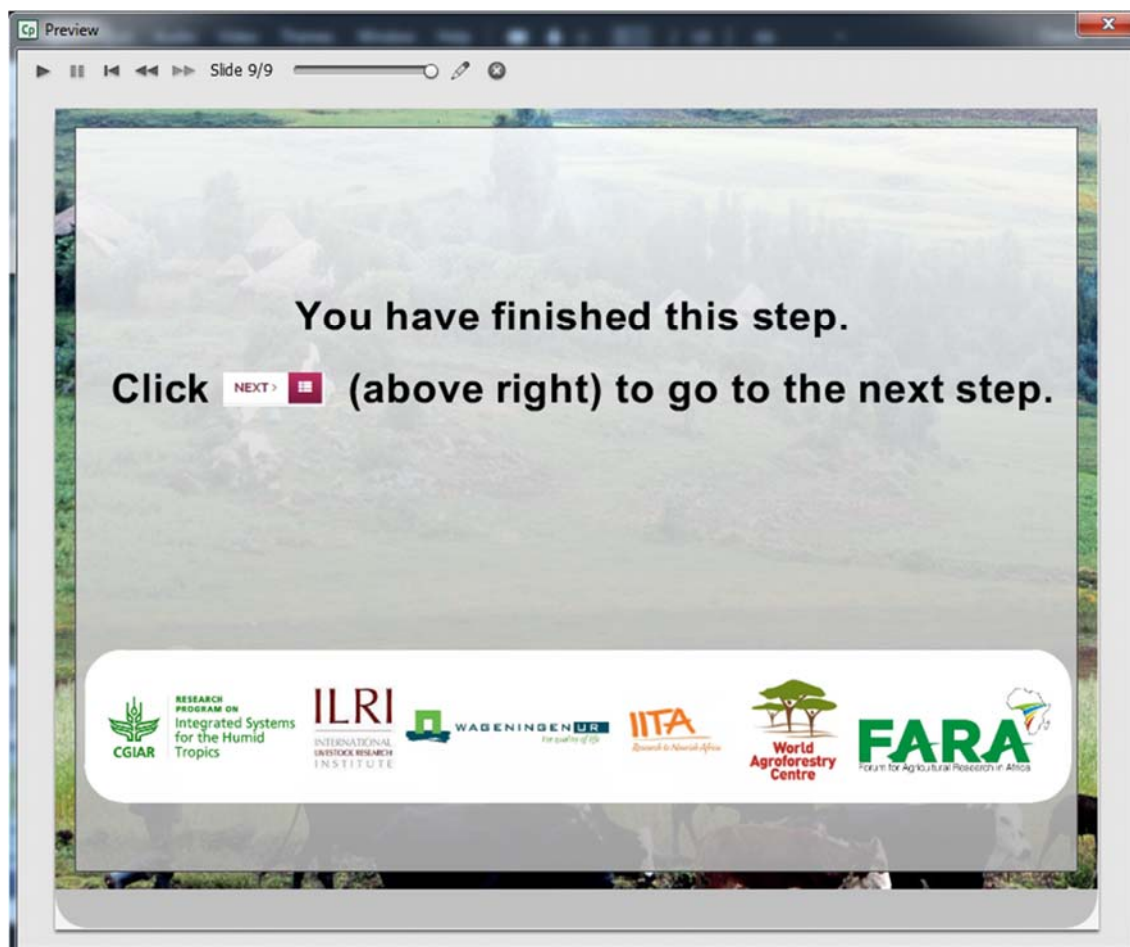
Click Next to continue

Preview Slide 8/9

So far we have been using only positive values in our exercises but the model uses both positive and negative values. Study this table to become familiar with the meanings of the values before you view the last three videos which will explain how to interpret the model you have created.

Relation	Type of Relationship	Allowable Indices
C-S	Relevance (of constraints to stakeholder groups)	0 (no relevance) to 9 (extremely relevant)
P-O	Relevance (of policies to outcomes)	0 (no relevance) to 9 (extremely relevant)
C-O	Impact (of constraints on outcomes)	-5 (highly negative impact) to 0 (no impact) to +5 (highly positive impact)
O-S	Impact (of outcomes on livelihood status of stakeholders)	-5 (highly negative impact) to 0 (no impact) to +5 (highly positive impact)
P-C	Impact (of policies on constraints)	-5 (highly negative impact) to 0 (no impact) to +5 (highly positive impact)



Tools for Analysis & Planning: EXTRAPOLATE

Step 9

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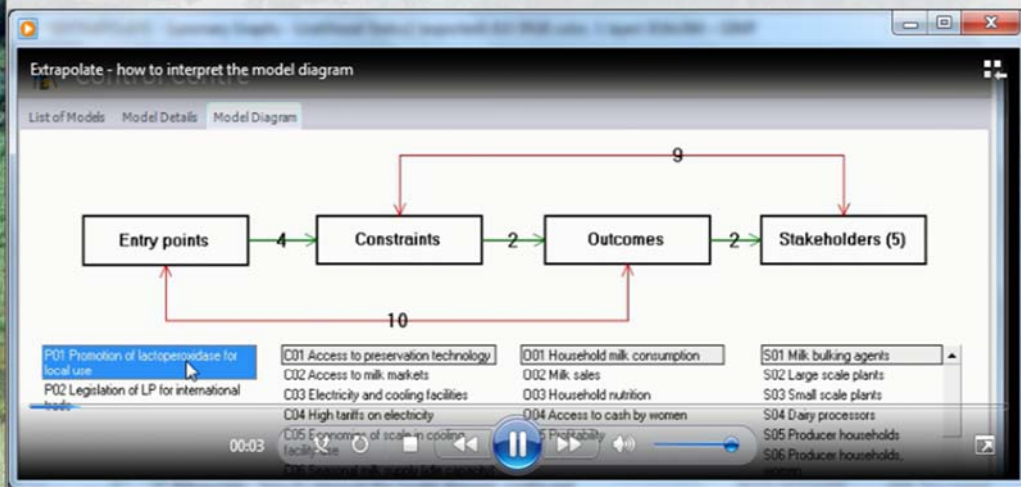







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How to Interpret the Model Diagram



Extrapolate - how to interpret the model diagram

List of Models Model Details Model Diagram

Entry points → 4 → Constraints → 2 → Outcomes → 2 → Stakeholders (5)

9 (from Outcomes to Constraints)
 10 (from Stakeholders to Entry points)

P01 Promotion of lactoperoxidase for local use
 P02 Legislation of LP for international trade
 C01 Access to preservation technology
 C02 Access to milk markets
 C03 Electricity and cooling facilities
 C04 High tariffs on electricity
 C05 Economy of scale in cooling facilities
 C06 Promoted milk supply to processors
 O01 Household milk consumption
 O02 Milk sales
 O03 Household nutrition
 O04 Access to cash by women
 O05 Profitability
 S01 Milk bulking agents
 S02 Large scale plants
 S03 Small scale plants
 S04 Dairy processors
 S05 Producer households
 S06 Producer households (small)

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Tools for Analysis & Planning: EXTRAPOLATE

Step 10

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Analysis of Entry Points



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Annex 8: ICT4Ag (Drones for Development

Drones 4 Development Competition: Entry by the Humidtropics team in Eastern DRC What we will do with the Drone

The drone with its relatively short range and simple camera, i.e. no IR or other sensors, but with a GPS is well suited for answering important HT research questions in Eastern DRC:

1. Timely planting is crucial for good yields and low erosion, yet we know that some farmers do not plant on time. Collecting detailed information that will enable us to understand the scope of the problem and the reasons behind it, will require extensive staff time for on-the-ground monitoring and household visits – if we use conventional methods. By flying the drone along the same path at regular intervals we will with minimal resource use be able to monitor the extent of timeliness and identify farmers who have particular problems. The latter can then be targeted for household visits.
2. As a yield boosting measure different spatial arrangements of intercropped maize, cassava and legumes are promoted at the Humidtropics sites. To gather data on the adoption, resource intensive field visits and household surveys are usually required. With the drone this data can be collected cheaper and faster, and with higher precision.
3. On the steep slopes in Eastern DRC small scale erosion is important for the nutrient budget on the farm, but so far poorly understood. Satellite images have insufficient resolution and visual ground observations are hampered by trees and other obstructions. A drone can efficiently collect suitable imagery. By doing so at regular intervals it will be possible to link particular erosion events to meteorological events and farmer practises, e.g. late planting.
4. Participatory planning and monitoring at Humidtropics' Innovation Platforms. Aerial photos are better suited for participatory planning than maps or satellite images because they are less abstract. For instance it is easier to identify good sites for demonstration plots and trials, and to locate erosion prone areas.

Why should it be given to us

The steep slopes dominating Eastern DRC together with a severe lack of infrastructure makes field research more resource demanding than in other Humidtropics action area and consequently the potential impact of a drone is higher.

We have the skills required to make good use of a drone. This include staff that has experience with RC planes, GIS and remote sensing. The benefits of a drone were realised before this competition and we have unsuccessfully tried to get access to data from UN drones operating in Eastern DRC.

Finally we have relevant research questions that can contribute significantly to the Humidtropics research agenda.

Flemming Nielsen

System Agronomist/System Analyst

International Institute of Tropical Agriculture (IITA, www.iita.org), Central Africa Hub
IITA-Bukavu, Kalambo Site, UCB, Birava Road, Bukavu, South-Kivu Province, DR Congo

The Drone that took off

Drones have advanced rapidly over the last years, moving from expensive research (and military) tools to a commodity product that is cheap and easy to use. We had for some time been thinking that off the shelf drones could potentially improve our research efficiency and open new avenues of research. We were therefore happy to participate in the drone competition and even more so when we won a DJI Phantom 2 Vision+ drone.

The drone has a normal high resolution still and video camera, i.e. no sophisticated sensors. However, this can still be very useful for agricultural research. For instance we do a lot of work on improved intercropping systems with lines of cassava or maize intercropped with lines of legumes. These systems are very easy to spot from aerial photos as the contrast to the traditional random intercropping is great.

Late planting is another thing that is easy to detect from aerial photos. For both applications, the conventional way of collecting data is through household surveys where farmers are asked about the area under different crops because measuring scattered plots on the steep hills in South Kivu is too costly. Since farmers have little idea about the area of their irregular plots the data quality is generally low. The drones are much more precise, faster and cheaper. Just the costs of one survey is enough to pay for several drones.

There is no legal framework for drones in DRC. This is similar to most other countries and in general that means you can fly with small drones below an altitude of 120m. However, some countries take the stance that what is not explicitly allowed is illegal. The situation in DRC is ambiguous and we therefore took a very careful approach in the beginning, flying only over our own land and applying for permission. It should be mentioned that the area we operate in still has armed groups, rouge soldiers and the UN (MONUSCO) which is flying with large surveillance drones, which is not appreciated by everybody.

A collaborator, FH, managed to get permission for us to use the drone at one occasion. Later we found out that a South African company had been using drones in DRC on contracts with various ministries. We contacted them and were told that the ministries in Kinshasa had accepted that they can fly without any permission. We have therefore started using the drone outside our own premises and have so far had no problems.

Tests have been done to assess if the drone is suitable for the applications we envisaged. This includes correcting for optical distortion, i.e. creation of orthophotos. This requires control points in the landscape. Since the goal is cost efficient application of technology we have experimented with using smartphones. The Android app “GPS Averaging” by David Destil Vavra was found to have the best algorithm. The precision is sufficient for our use.

For flight control software we have found the Litchi software by FlyLitchi to be superior to the DJI provided software. We use it for pre-programmed flights so we can control altitude, speed and overlap between photos. This is not always straight forward. Since we operate in a landscape with altitude differences of sometimes 400 m within one flight path, staying below the allowed ceiling of 120 m above ground and avoid hitting obstacles – or the ground – requires careful planning. So far we have had no crashes.

For image correction we use QGIS which is free and Open Source software of high quality.

The drone has fulfilled all our expectations and the experience has convinced us that it is worth investing more in drones. We have ongoing discussions with researchers from the Universities of Upsala, Lund and Wageningen about collaboration. Together with Wageningen University we developed a proposal for 10 MSc students – 5 in Burundi and 5 in DR Congo. Unfortunately it was not funded. We are however optimistic that other initiatives will succeed. Recently a second drone was purchased; a Dji Phantom 3 Professional. For the upcoming season more comprehensive research is planned with a focus on erosion assessment.

So, the drone we won has been the start of what is set to become a major research program.